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ABSTRACT

Reported are results of a needs assessment study of handicapped children in Oregon undertaken to provide the Oregon State Department of Education with information concerning the most pressing educational needs within each handicapping group as defined by state law. Needs are summarized for each handicapping category, and across handicapping conditions by subject area (personnel, students, present services, interagency cooperation, administrative considerations, research, evaluation, and parents). The major portion of the document consists of the different questionnaires used in interviewing administrators, teachers, professors, parents, special interest group members, and other opinion leaders in the state. (KW)

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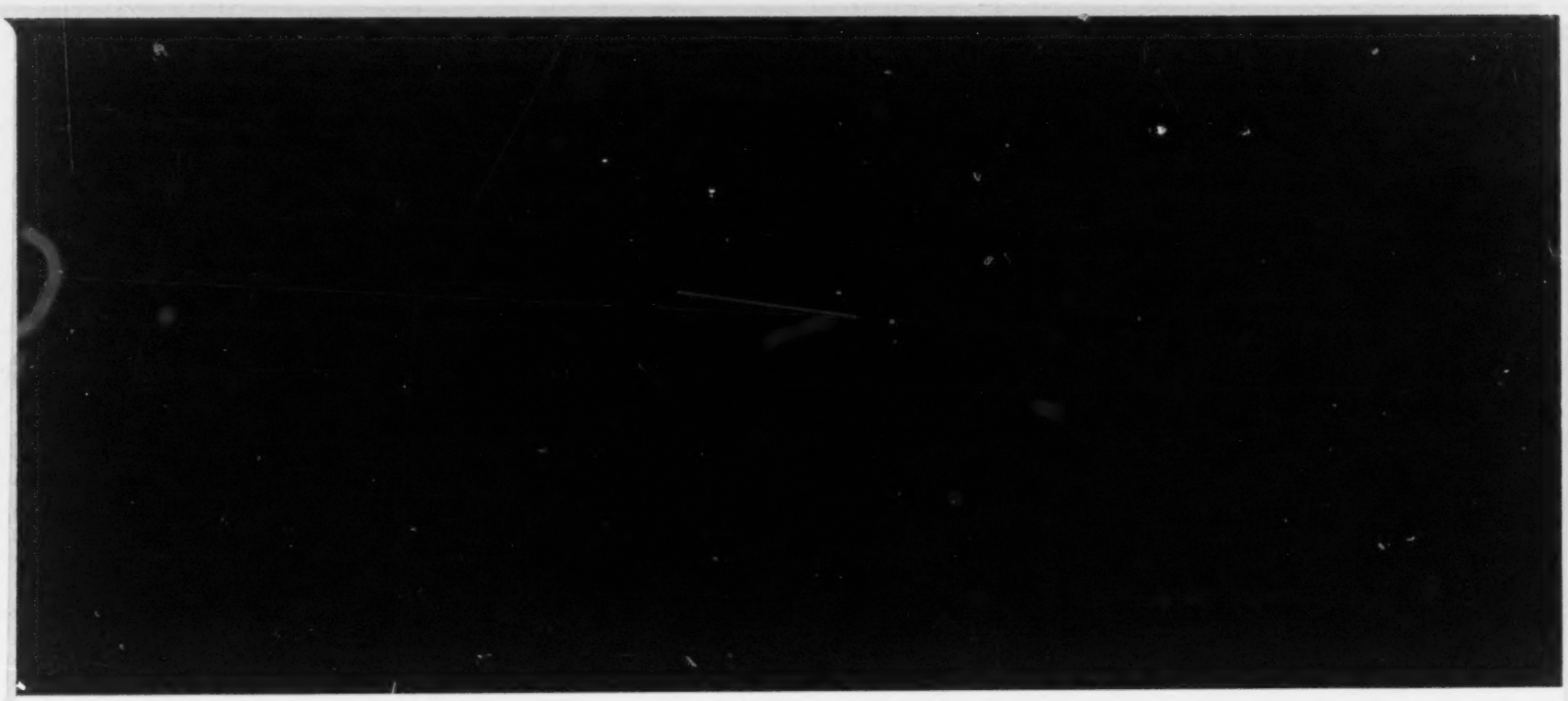

NEEDS AND CONCERNS FOR SPECIAL EDUCATION IN OREGON

December, 1971

Prepared for
The Oregon Board of Education

By

The Teaching Research Division of the
Oregon State System of Higher Education

H. D. Bud Fredericks
Victor L. Baldwin
Ronald R. Hofmann

R-156

TEACHING RESEARCH
a Division of the Oregon State System of Higher Education

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Background

A need assessment study of handicapped children within the State of Oregon was undertaken to provide the Oregon State Department of Education with information concerning the most pressing educational needs within the various handicapped groups as defined by Oregon law. At the present time the State of Oregon focuses its energies and monies on several types of handicapped children and supports a large number of projects within each of the handicapped areas. State Department support for various programs ranges from providing resources that are presently nonexistent to supporting on-going programs that have been in existence for some time. There is no focus on a particular problem within any of the handicapping conditions, nor is there a focus on any one handicap. This state of affairs exists because the Oregon Board of Education has no systematic way of determining what the priorities should be within the education of the handicapped and on what priorities they should focus their energies.

This study proposed to examine each of the handicapping conditions as defined by the Oregon Board of Education and attempt to pinpoint most critical needs for each area. These data would then lend themselves to the development of a set of priorities for each handicapping condition which would allow the state to make a systematic effort in those areas and hopefully by doing so increase the impact of special education within the State of Oregon.

Methodology

Oregon law specifies certain children to be eligible for special education. Each of the eligible types of children were included in the present study. The handicapping conditions which were examined, therefore, consisted of the following: educable mentally retarded, trainable mentally retarded, deaf, hard of hearing, speech impaired, visually handicapped, emotionally disturbed, extreme learning problem, physically handicapped, and multiple handicapped. Because unwed mothers and the gifted are included in Oregon law as children with special education needs, they were also included in the study. Trainable mentally retarded were included even though the Mental Health Division is responsible for their educational program.

It was determined that the major vehicle by which information about needs would be collected would be a structured questionnaire. It was also believed that the most effective way of administering this questionnaire would be in an oral face-to-face visit with the person identified as having relevant information concerning a particular handicapping condition.

The respondents to this questionnaire were to be a selected group of opinion leaders throughout the State of Oregon. These opinion leaders were to be selected from superintendents of schools, principals, directors of special education, professors of higher education, teachers in all of the handicapping areas, parents of handicapped children, clinic directors, superintendents of institutions, and representatives from special interest groups.

To determine both the questions to be asked and to identify the opinion leaders throughout the state, the following procedure was adopted:

1. A series of tentative questions within each handicapping area were formulated by the various consultants at the Oregon Board of Education and the Teaching Research staff. These were combined into a tentative questionnaire.

2. An advisory Board, termed the Oregon Needs Study Board, was formulated and consisted of the following people: Mr. Wallace Bruce, Director, Tucker-Maxon Oral School, Portland; Dr. James Carlson, Administrative Assistant, Parkrose School District, Portland; Mrs. Barbara Cox, Director of Special Education, Lake Oswego Public Schools; Mr. Carl Haugerud, Deputy Administrator, Vocational Rehabilitation Center, Salem; Dr. Mary Howden, Director of Special Education, Harney County I.E.D., Burns; Dr. Robert Mattson, Associate Dean, University of Oregon, Eugene; Dr. Victor Menashe, Associate Director, Crippled Chidren's Division, University of Oregon Medical School, Portland; Mr. Fred Rugh, Consultant, Special Education, Salem School District; Mr. Ken Stanhope, Superintendent, Umatilla I.E.D., Pendleton; and Mr. Edgar A. Taylor, Director, Special Education, Portland School District.

These people were selected as members of the Oregon Needs Study Board because they were knowledgeable about the area of special education and represented virtually every type of agency or group concerned with educating the handicapped. The tentative draft of questions was presented to this Board who made recommended changes and additions to be incorporated into the final questionnaire.

3. The final questionnaire was established and presented to a firm of professional pollsters (Bardsley and Haslacher) who had been chosen to conduct the face-to-face interview with the selected population of respondents.

4. The firm of Bardsley and Haslacher then presented the questionnaire to a sample group of the respondents and recommended certain changes which would make the questionnaire more suitable for this type of structured interview.

5. All questions on the questionnaire were not administered to all respondents. Certain questions were suitable for superintendents whereas other questions were suitable for teachers and parents and of course certain questions were suitable for all categories of respondents.

It was found that superintendents and directors of special education had a much larger number of questions to answer than most other respondents and so consequently their questions were divided into two parts. Thus, the questionnaire that appears as Appendix A is presented as being divided into two parts for those administrators. The various categories of respondents who answer each question are specified on the questionnaire.

The survey and questionnaire were administered during the summer and fall of 1970.

The following numbers of respondents were interviewed:

Superintendents of School Districts	44
Principals of Schools	8
Directors or Supervisors of Special Education Programs	50
Professors of Higher Education	13
Teachers:	
Educable Mentally Retarded	33
Extreme Learning Problem	26
Emotionally Disturbed	5
Speech	26
Deaf	8
Visually Handicapped	6
Physically Handicapped	3
Gifted	6
Trainable Mentally Retarded	12
Parents:	
Educable Mentally Retarded	15
Extreme Learning Problem	15
Emotionally Disturbed	5
Speech	15
Deaf	5
Visually Handicapped	5
Physically Handicapped	5
Gifted	5
Trainable Mentally Retarded	10
Clinic Directors	15
Superintendents of Institutes	5
Members of Special Interest Groups	18

All data compiled from the questionnaire, with the exception of those questions which were open-ended, were tabulated by computer. The open-ended questions were treated individually and were examined to determine commonality of responses. Responses were then categorized accordingly. It was this process which delayed the final tabulation of data since so many questions were open-ended and their tabulation was unwieldy and difficult to present. However, the final tabulation of data does include these categories of open-ended responses.

The documents containing the detailed tabulation of data are on file and available from the Oregon Board of Education. They are not reproduced here since they comprise over 250 pages of data. The data are summarized in Appendices B and C.

Once the results were tabulated, they were reviewed by the special education staff members of the Oregon Board of Education who examined them, questioned them and asked for clarification on certain points. These clarifications are included in Appendices B and C.

After the results were examined by the special education staff members from the Oregon Board of Education and the necessary clarification of presentations made, the results were presented to the members of the Oregon Needs Study Board.

It was the Oregon Needs Study Board who interpreted the data and reached conclusions relative to the primary needs in each handicapping condition and the major needs in special education throughout the state. The procedure by which they reached this conclusion was to vote on the major needs in each area and then by separate vote prioritize those needs.

Results

The Oregon Needs Study Board specified the major needs by handicapping conditions as follows: (The needs are listed in the order of priority within each handicapping area.)

Deaf

1. Vocational counseling and placement and expansion of vocational programs.
2. Teacher training needs to be improved.
3. Parent training programs need to be inaugurated.

It should be emphasized that all but three members of the Advisory Board felt that vocational counseling and placement and expansion of vocational programs should receive the highest priority of needs in the education of the deaf.

Hard of Hearing

1. Vocational counseling and placement and expansion of vocational programs.
2. Teacher training needs to be improved.

All but two of the members of the Oregon Needs Study Board felt that vocational counseling and placement and expansion of vocational programs should be given the highest priority of needs in this area of handicapping condition.

Visually Handicapped

1. Vocational counseling and placement and expansion of vocational programs.
2. Parent training programs are needed.

All but three of the members of the Oregon Needs Study Board felt that vocational counseling and placement and expansion of vocational programs should receive the highest priority of needs in this handicapping condition.

Educable Mentally Retarded

1. Vocational counseling and placement and expansion of vocational programs.
2. Teacher training needs to be improved.

All but two of the members of the Oregon Needs Study Board felt that vocational counseling and placement and expansion of vocational programs should receive the highest focus of needs in this handicapping area.

Trainable Mentally Retarded

1. More programs should be established for the trainable retarded.
2. The shortage of trained teachers should be remediated.

3. Teacher training needs to be improved.
4. Parent training programs are required.
5. Vocational counseling and placement and expansion of vocational programs.

All but two of the members of the Oregon Needs Study Board listed more programs for the trainable retarded as the highest priority of needs in this handicapping condition.

Multiple Handicapped

1. Teacher training needs to be improved.
2. Shortage of teachers needs to be remediated.

The members of the Oregon Needs Study Board divided their opinions on this particular handicapping condition. Of those voting, five indicated the teacher training category and three indicated the shortage of teachers as requiring the highest priority.

Physically Handicapped

1. Vocational counseling and placement and expansion of vocational programs.
2. Parent training programs are needed.

All but two of the members of the Oregon Needs Study Board listed vocational counseling and placement and expansion of vocational programs as the greatest need for this handicapping condition.

Emotionally Disturbed

1. More programs are needed.
2. Teacher training needs to be improved.
3. Parent training programs are needed.
4. Shortage of teachers needs to be remediated.

All but two of the members of the Oregon Needs Study Board favored the need for more programs as the first priority in this handicapping area.

Extreme Learning Problem

1. More services are required for extreme learning problem children.
2. Teacher training needs to be improved.
3. Parent training programs are needed.
4. The distinction between remedial reading and extreme learning problems needs to be clarified.

Only four of the members of the Oregon Needs Study Board listed the requirement of more services as their first priority. Two of the members listed teacher training as their first priority. One member abstained in voting in this category and one member each voted for the other two major areas as the first priority.

No major needs were listed in the area of the gifted or in the area of unwed mothers.

A summary of the above categorization and needs indicates that in five of the areas – deaf, hard of hearing, visually handicapped, educable mentally retarded and physically handicapped, vocational training programs were emphasized as a major need. In three other areas – trainable mentally retarded, emotionally disturbed and extreme learning problems, the establishment of more programs or services was listed as a major need. The area of multiple handicapped focused on teacher training and shortage of teachers.

A slightly different perspective of the results presents itself when the Oregon Needs Study Board members examined needs across handicapping conditions. Being required to prioritize needs across handicapping conditions, they arrived at the following list of priorities:

1. Preschool education of handicapped children. 144
2. Vocational counseling and placement and expansion of vocational programs. 143
3. Teacher training needs to be improved. 124
4. Identification of children's functional needs. 124
5. The modification of labeling of children to reflect functional behavior of the child and desired prescriptive program. 124
6. Parent training programs are needed. 117
7. More programs for the trainable retarded. 95
8. In-service training in methods and materials, curriculum development and behavior modification. 93
9. Overall purposes, objectives and goals stated by the Oregon Board of Education for special programs. 88
10. Remediate shortage of trained teachers. 82
11. School psychologists are needed in the school district. 77
12. In-service training for directors of special education and administrators relative to programming methods and curriculum. 74
13. Need for aides, volunteers and paraprofessionals. 66
14. Speech correctionists need to become more involved in language programs. 58
15. Need for universities and the Oregon Board of Education to research teacher training. 56 56
16. Need for local districts, Oregon Board of Education and outside agencies to research vocational training. 51
17. A distinction between remedial reading and extreme learning problems needs to be made. 40
18. A need for more prompt notice that federal funding is awarded. 34

These needs were prioritized and the points arrived at in the following manner: Eighteen needs had been specified across handicapping conditions by the Board after an examination of the data. These are the eighteen specified above. Each member of the board was asked to rank each of the needs. Each first place listing was worth eighteen points; each second place listing was worth seventeen points; third place – sixteen points, and so on to the

eighteenth place which was worth one point. Ten members of the Board voted, thus permitting a maximum score of 180 points for any one need. Two of the members of the Board did not prioritize all 18 but only those for which they felt a major need exists.

An examination of the detailed replies given to the above list of needs indicated that preschool education and vocational counseling received almost an equal number of points. Preschool education in fact had only one more point than the vocational counseling category with the total number of points being considered for these two, 144 and 143 respectively.

The next three categories – teacher training improvement, modification of labeling, and identification of children – all received the same number of votes (124), but were 20 points behind each of the two leading categories. Parent training received 117 points. According to the results, these might be considered a second order of needs.

After these six leading needs, the remaining expressed needs were at least 20 more points behind, and ranged from 95 points for more programs for the trainable retarded down to 34 points for the last need.

It is obvious that what is being said by both the respondents in the field and by an analysis of the data by the Oregon Needs Study Board is that services at either end of the educational system need money, effort and improvement. Preschool education for the handicapped child is considered a major priority as is vocational counseling, placement and training.

Recommendations

In conducting a study of this type, the formulation of questions and the personnel asked to be respondents are all open to criticism. This is especially so in this particular study which was the first of its type in special education in the State of Oregon. However, it is believed that the results that are presented herein are valid and represent the desires and wishes of the people concerned with special education in the State of Oregon. These are their perceived needs. These needs are where efforts must be made to upgrade special education.

Certainly, the needs as summarized above can only be construed as a summary. Further detailed probing and examination in the field needs to be undertaken to examine the best way of delivering these services. Oftentimes clues as to what are the desires of the people in the field are contained in the data on file at the Oregon Board of Education.

There should be a periodic assessment of the needs in special education. This periodic assessment can be undertaken much more expeditiously than this particular study because now the focal areas have been narrowed, the responses for open-ended questions can be categorized, and selected portions of the area of special education can be probed in further depth.

This needs assessment can only be construed as the first attempt to determine where priorities should be placed in special education. It is hoped that follow-up questionnaires and studies will further refine the needs and ways to remediate them.

Appendix A

BARDSLEY & HASLACHER, INC.

1 - 1 Yes (Ask 1a)
2 No or D.K. (Skip to #2)

Do you feel that the labels assigned to handicapping conditions need to be changed, or not?

1a - What specific suggestions do you have for changing labels? (PROBE!)

---

2 - I am going to read off some handicapped or gifted areas. After I read each one, will you please tell me if you feel there are any weaknesses or needs in education of special teachers at the college preparation level? (If YES) What are these weaknesses or needs? (INT: Start with #1 and work around)

Deafness
0 No weakness or need
11 D.K.

Hard-of-Hearing
0 No weakness or need
11 D.K.

Visually Handicapped
0 No weakness or need
11 D.K.

Educable Mentally Retarded
0 No weakness or need
11 D.K.

Trainable Mentally Retarded
0 No weakness or need
11 D.K.

Speech Handicapped
0 No weakness or need
11 D.K.

Multiple Handicapped
0 No weakness or need
11 D.K.

Physically Handicapped
0 No weakness or need
11 D.K.

Gifted
0 No weakness or need
11 D.K.

Emotionally Disturbed
0 No weakness or need
11 D.K.

Extreme Learning Problems
0 No weakness or need
11 D.K.

Any other areas where children's needs are not being met? (What?)_____
0 No weakness or need
11 D.K.

---

3 - Again, as I read off the different areas, will you please tell me whether you feel there is, or is not, a need for a different training program for preparing teachers at the primary, intermediate or secondary levels? (INT: Start with #1 and work around)

Is	Is Not	D.K.	(If IS) At what level, or levels?	Prim.	Inter.	Sec.	D.K.
1	2	3	-- Educable mentally retarded?	4	5	6	7
1	2	3	-- Trainable mentally retarded? . . .	4	5	6	7
1	2	3	-- Deaf?	4	5	6	7
1	2	3	-- Visually handicapped?	4	5	6	7
1	2	3	-- Speech handicapped?	4	5	6	7
1	2	3	-- Multiple handicapped?	4	5	6	7
1	2	3	-- Gifted?	4	5	6	7
1	2	3	-- Emotionally disturbed?	4	5	6	7
1	2	3	-- Physically handicapped?	4	5	6	7
1	2	3	-- Extreme learning problems?	4	5	6	7
1	2	3	-- Other areas where children's needs are not being met? (What?)	4	5	6	7

4 - 1 Yes - does
2 No - does not
3 D.K.

Do you feel that a regular classroom teacher does, or does not, need instruction in ways to identify and cope with children who have handicapping conditions?

---

5 - 1 Yes
2 No
3 D.K.

Would better regular classroom teacher training do away with the need for extreme learning problem teachers, or not?

---

6 - 1 Yes (Skip to #7)
2 No (Ask 6a)
3 D.K. (Skip to #7)

One of the greatest needs of deaf children is to be able to communicate with others. Do you feel that teachers of the deaf are well enough prepared to develop means of communication in these children, or not?

6a - Why do you feel that teachers are not well enough prepared to develop means of communication in deaf children? (PROBE!)

7 - 1 Yes
2 No
3 D.K.

Do you feel that students preparing to teach the deaf have been given adequate opportunities to practice teach, or not?

7a - 1 Yes
2 No
3 D.K.

Do you think that supervision of practice teaching programs for the deaf have been satisfactory, or not?

---

8 - 1 Adequate (Skip to 9)
2 Inadequate (Ask 8a)
3 D.K. (Skip to 9)

Do you feel the present training program to prepare teachers to work with the hard of hearing is adequate, or inadequate?

8a - Why, or in what ways, do you feel the present teaching program is not adequate? (PROBE!)

---

9 - 1 Is (Ask 9a)
2 Is not (Skip to 10)
3 D.K. (Skip to 10)

Do you feel there is, or is not, a need for speech correctionists to receive additional preparation in diagnosis and remediation of language problems?

9a - What additional types of training are needed, in your estimation? (PROBE!)

---

10 - 1 Yes (Ask 10a)
2 No (Skip to 11)
3 D.K. (Skip to 11)

Is there a need for training institutions in Oregon to modify existing programs for training speech correctionists?

10a- Where, specifically, do these changes need to be made? (PROBE!)

---

11 - 1 Yes (Ask 11a)
2 No (Skip to 12)
3 D.K. (Skip to 12)

Is there a need for speech correctionists to have a fifth year of preparation before they become employed, or not?

11a- Why do you feel speech correctionists should have a fifth year of preparation?

ASK QUESTION 12 OF SUPERINTENDENTS, PRINCIPALS AND DIRECTORS OF SPECIAL ED ONLY

12 - Now, I'd like to ask you a few questions about MANPOWER, which is an area concerned with the availability of qualified personnel to meet various educational needs. (Continued on following page)

12 - Once more, I'll read off a number of areas. After I read each one, please tell me if you feel there is a major problem of obtaining qualified teachers, support personnel or supervisory personnel in that area of teaching? (INT: Start with #1 and work around) (If YES) Which one or ones -- teachers, support personnel, or supervisory personnel?

Yes	No	D.K.		Teachers	Support	Supervisors	D.K.
1	2	3	-- Deaf?	4	5	6	7
Why?							
1	2	3	-- Hard of hearing?	4	5	6	7
Why?							
1	2	3	-- Visually handicapped?	4	5	6	7
Why?							
1	2	3	-- Educable mentally retarded?	4	5	6	7
Why?							
1	2	3	-- Trainable mentally retarded?	4	5	6	7
Why?							
1	2	3	-- Speech handicapped?	4	5	6	7
Why?							
1	2	3	-- Physically handicapped?	4	5	6	7
Why?							
1	2	3	-- Gifted children?	4	5	6	7
Why?							
1	2	3	-- Emotionally disturbed?	4	5	6	7
Why?							
1	2	3	-- Extreme learning problems?	4	5	6	7
Why?							
1	2	3	-- Multiple handicapped?	4	5	6	7
Why?							
1	2	3	-- Other areas where needs are not being met? What?_____	4	5	6	7
Why?							

ASK QUESTIONS 13 & 14 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL EDUCATION ONLY.

13 - 1 Yes (Ask 13a)
2 No (Skip to #14)
3 D.K. (Skip to #14)

In your opinion, is the state-district joint scholarship currently effective in assisting local school districts to recruit competent teachers of the EMR? (Ed.men.retard)

13a - 1 - Basic norm
2 - Standard norm
3 - Both
4 - Neither or D.K.

At which level of training, if any, is the state-district scholarship most needed -- the basic norm preparation level or the standard norm preparation level?

---

14 - What kind of measures, if any, are needed to assist local school districts in recruiting competent special education personnel? (PROBE!)

ASK OF SUPERINTENDENTS, DIRECTORS OF SPECIAL ED AND PRINCIPALS ONLY

15 - The next few questions are on in-service training. First, may I ask what programs or services for handicapped children do you have? (INT: Check services at left of page which respondent has. Then ask following question for those services only.)

What do you feel are the most important needs in these programs you have. We'd like you to consider curriculum development, methods and materials, supervision and administration, group processes, behavior modification, work-study programs, or any other areas you consider appropriate for in-service training.

List in order of priority subject matter or teaching techniques you feel should be taught in in-service programs for teachers of the _____.

Deaf?	1	
	2	
	3	
Hard of Hearing?	1	
	2	
	3	
Visually handi-capped?	1	
	2	
	3	
Educable mentally retarded?	1	
	2	
	3	
Multiple handi-capped?	1	
	2	
	3	
Trainable mentally retarded?	1	
	2	
	3	

(CONTINUED ON FOLLOWING PAGE)

15 - Gifted? 1 _____
2 _____
3 _____

Extreme learning problems? 1 _____
2 _____
3 _____

Speech handi-capped? 1 _____
2 _____
3 _____

Physically handi-capped? 1 _____
2 _____
3 _____

Emotion-ally dis-turbed? 1 _____
2 _____
3 _____

Regular teachers for learn-ing dis-abilities? 1 _____
2 _____
3 _____

Other areas where children's needs not met? 1 _____
2 _____
3 _____

ASK QUESTIONS 16, 17 AND 18 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

16 - 1 Yes (Ask 16a,b,c,d) Are you offering pre-school or kindergarten services?
2 No (Skip to #17)

16a - _____ What is the name of the pre-school?
(Name)

16b - _____ No. How many children do you service?

16c - Please give me a list of pre-school children with handicapped conditions. If any are multiple handicapped, please list all handicaps. If you'd give me the name, age and type of handicap(s), I'd appreciate it.

Name	Age	Handicap(s)

16d - 1 Yes (Ask 16e)
2 No (Skip to #17)

If you are already offering pre-school services, do you feel they should be expanded or not?

16e - In what areas, if any, do you feel these pre-school services should be expanded?

---

17 - 1 Yes (Ask 17a)
2 No (Skip to #18)
3 D.K. (Skip to #18)

If you do not have pre-school services, do you believe there is a need for such services, or not?

17a - For what handicaps do you feel there should be pre-school services?

---

18 - Please list the three most important difficulties in expanding or beginning a pre-school program for handicapped children?

1 _____
2 _____
3 _____

ASK THIS QUESTION OF EVERYONE

19 - Now, I'd like to turn to certification procedures for a moment. As I mention each area, will you tell me whether you feel there is a need to change present certification procedures for teachers in that field or not? (INT: Start with #1 and work around)

Yes	No	D.K.	
1	2	3	-- Deaf?
1	2	3	-- Visually handicapped?
1	2	3	-- Educable mentally retarded?
1	2	3	-- Physically handicapped?
1	2	3	-- Speech handicapped?
1	2	3	-- Extreme learning problems?
1	2	3	-- Other areas where children's needs are not being met?

(INT: Ask 19a for each area circled YES)

19a - What change do you think is needed in certification procedures for teachers in _____? (INT: Write in area, then opposite write reason.)

---

20 - 1 Yes (Ask 20a)
2 No (Ask 20a)
3 D.K. (Skip to #21)

Do you feel that certification requirements are needed for teachers of the hard of hearing, or not?

20a - Why do you feel certification requirements (are) (are not) needed for teachers of hard of hearing?

21 - 1 Yes (Ask 21a)
2 No (Ask 21a)
3 D.K. (Skip to #22)

Do you feel that certification requirements are needed for teachers of trainable mentally retarded, or not?

21a - Why do you feel that certification requirements (are) (are not) needed in this area?

---

22 - 1 Yes (Ask 22a)
2 No (Ask 22a)
3 D.K. (Skip to #23)

Do you feel that certification requirements are needed for teachers of the multiple handicapped, or not?

22a - Why do you feel certification requirements (are) (are not) needed for teachers of the multiple handicapped?

---

23 - 1 Yes (Ask 23a)
2 No (Ask 23a)
3 D.K. (Skip to #24)

Do you believe certification requirements are needed for teachers of the emotionally disturbed?

23a - And, why do you feel certification requirements (are) (are not) needed for these teachers?

---

24 - 1 Yes (Ask 24a)
2 No (Ask 24a)
3 D.K. (Skip to #25)

What about teachers of the gifted -- do you think that certification requirements are needed for these persons?

24a - Why do you feel certification requirements (are) (are not) needed for teachers of the gifted?

---

25 - 1 Yes (Ask 25a)
2 No (Ask 25a)
3 D.K. (Skip to #26)

Do you feel that certification requirements are needed for teachers of other children whose needs are not being met?

25a - Why do you feel certification requirements (are) (are not) needed for teachers of other children whose needs are not being met?

---

26 - 1 Satis. (Skip to 27)
2 Dissat. (Ask 26a)
3 D.K. (Skip to 27)

Are you presently satisfied or dissatisfied with the identification procedure used for identifying children for special programs?

26a - First, please list the handicap areas which you are dissatisfied with. Then, please give us the main information you think is needed to improve identification procedures in each handicap area. (INT: List handicap at left -- then write information opposite it. If more space needed, use back of sheet.)

Handicap Area	Information Needed

ASK OF SUPERINTENDENTS, DIRECTORS OF SPECIAL ED AND HIGHER EDUCATION PROFESSORS ONLY.

27 - What preliminary medical or psychological evaluation processes do you use or think should be used in identifying the educational needs of pre-school children?

ASK QUESTIONS 28, 29 & 29a OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

28 - What type of diagnostic evaluation services are necessary to support your special education programs?

---

29 -	1 Favor 2 Oppose 3 D.K.	Would you favor or oppose purchase of psychological evaluation, clinical evaluation and educational evaluation with your present state reimbursement funds?

29a -	1 Yes 2 No 3 D.K.	Would your district use centralized diagnostic and evaluation agencies if they were available and a fee charged?

ASK OF EVERYONE

30 - The next area refers to vocational and pre-vocational training for children in your area of concern. First, list the handicap area you are thinking of, then list the problems or vocational needs in that handicap area.

Handicap Area	Problems or Vocational Needs

31 - 1 Yes (Ask 31a)
2 No (Skip to #32)
3 D.K. (Skip to #32)

Do you feel that in-school work experiences are needed for handicapped students, or not?

31a - Please list the handicap area you are thinking of, then name the chief work experiences you think are needed for each.

Handicap Area	Work Experience(s) Needed

---

32 - 1 Yes (Ask 32a)
2 No (Skip to #33)
3 D.K. (Skip to #33)

Do you feel that out-of-school work experiences are needed for handicapped students, or not?

32a - Again, please list the handicap area you are thinking of, then name the chief out-of-school work experiences you think are needed for each?

Handicap Area	Work Experience(s) Needed

---

33 - 1 Should
2 Should not
3 D.K.

Is it your feeling that students should, or should not, receive pay for their work experience?

ASK OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

34 - 1 Does (Skip to #35)
2 Does not (Ask 34a)
3 D.K. (Skip to #35)

Is it your opinion that the DVR "Cooperative Agreement" does, or does not, offer adequate assistance to your work experience program?

34a - What improvements in the DVR agreement are needed to assist you with your work experience program?

ASK OF SUPERINTENDENTS, DIRECTORS OF SPECIAL ED AND TEACHERS ONLY

35 - 1 Yes (Ask 35a)
2 No or D.K. (Skip to 36)

Do high school EMR teachers need training in vocational education, or not?

35a - What specific types of training do you feel are needed most?

ASK OF EVERYONE

36 - What type, or types, of curriculum planning do you feel is needed in relation to vocational education?

ASK QUESTIONS 37, 38 AND 39 OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

37 - 1 Yes
2 No
3 D.K.

Do you happen to engage in curriculum planning that is concerned with vocational education?

---

38 - The next few questions deal with present services you are offering. Now, of the present services you are able to offer, what are those areas which you see as needing change or expansion? Please list the handicap areas in order of priority and then mention the changes or expansion needed for each. In answering this, kindly keep in mind the situation of quality vs. quantity.

Handicap Area	Changes or Expansion Needed
1	
2	
3	

---

39 - What additional services are required that you do not now have. Again, please mention the handicap area, then name the additional services required for each.

Handicap Area	Additional Services Needed
1	
2	
3	

ASK QUESTIONS 40, 41 & 42 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

40 - What types of handicapped children in your district are not placed in special programs which are in operation for that type of handicap. Please list the handicap and then tell us how many, if any, students are not placed in special programs for each handicap.

Type Handicap:	No. Not In Program	Reason(s) Not in Program

Which of these reasons are responsible for your not having children in that program:

1. Lack of parent permission
2. School district resources not adequate
3. Lack of appropriate program level
4. Small district--not enough children for class
5. Other (What?)_____

(List number(s) of reason(s) above. If other, explain. List reason by number in right-hand column, opposite "Handicap Type")

---

41 - Once having identified a child as meeting the requirements for a special program, and ~~having~~ placed the child in the program, are follow-up evaluations conducted? Please answer yes or no for the handicaps about which you are knowledgeable. First name the handicap, then give your yes-no answer.

Handicap	Yes	No	Handicap	Yes	No
	1	2		1	2
	1	2		1	2
	1	2		1	2

ASK FOR EACH HANDICAP ANSWERED "YES" ABOVE (In 41)

41a - Please list additional procedures which you consider necessary to improve the follow-up evaluation in ____(handicap)____ area.

Handicap Area (From #41)	Needs

---

42 - _____ No. How many children, if any, are not now in school who are in need of receiving special services in your operational area?
11 D.K.

ASK QUESTIONS 43 & 44 OF EVERYONE BUT HIGHER EDUCATION PROFESSORS

43 - How many pupils, if any, in your special program should have a different type of special program? Please list the program you are thinking of, then the number of students in each which should have a different type of special program.

Program	No. Students Needing Different Type of Program
_____	_____
_____	_____
_____	_____

44 - 1 Is need
2 No need
3 D.K.

Do you think there is, or is not, a need for speech correctionists to become involved with children who exhibit language problems in addition to speech and hearing problems?

ASK OF EVERYONE

45 - 1 Adequate (Skip to 46)
2 Inadequate (Ask 45a)
3 D.K. (Skip to 46)

Do you feel that adequate or inadequate emphasis is being placed on secondary prevention of hearing impairment, such as training of doctors, nurses, social workers, and public health nurses?

45a - What is needed to overcome this problem of inadequate emphasis?

46 - 1 Adequate (Skip to 47)
2 Inadequate (Ask 46a)
3 D.K. (Skip to 47)

Is adequate or inadequate emphasis being placed on primary prevention of hearing impairment, such as innoculations and education of the public?

46a - What needs to be done to overcome this problem of inadequate emphasis?

ASK QUESTIONS 47, 48, 49 & 50 OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

47 - 1 Yes (Ask 47a)
2 No (Skip to 48)
3 D.K. (Skip to 48)

Is information about audiometric results obtained by the state board of health shared with special education personnel in local school districts?

47a - 1 Yes
2 No
3 D.K.

Does this information about audiometric results usually get to a speech therapist, or not?

48 - 1 Yes (Ask 48a)
2 No (Skip to 51)
3 D.K. (Skip to 51)

Is there a follow-up program for those hard of hearing children who are provided hearing aids by the state board of health, speech, hearing centers and private hearing aid companies?

48a - 1 Adequate
2 Inadequate
3 D.K.

Is this follow-up program adequate or inadequate so far as training the child in the use of the hearing aid?

49 - 1 Yes (Ask 49a)
2 No (Skip to 50)
3 D.K. (Skip to 50)

Is there need for distinction between remedial reading and extreme learning problems, or not?

49a - What type, or types, of distinctions are needed between remedial reading and extreme learning problems?

ASK OF EVERYONE

50 - _____ Age

At what age should school-based extreme learning services begin? (Just your best estimate?)

51 - 1 Yes
2 No or D.K.

Do you make use of the Special Education Instructional Materials Center at the University of Oregon?

52 - What changes, if any, should be made in the Center to make it more useful to you?

53 - 1 Yes (Ask 53a,b,c,d)
2 No (Skip to 54)
3 D.K. (Skip to 54)

Has a regional special education instructional materials center been established in your area?

53a - 1 Adequate (Skip to 53c)
2 Inadequate (Ask 53b)
3 D.K. (Skip to 53c)

Is this local center adequate or inadequate for your purposes?

53b - Why do you feel this center is inadequate for your needs?

53c - 1 Yes (Skip to 54)
2 No (Ask 53d)
3 D.K. (Skip to 54)

Do people use this local instructional materials center frequently, or not?

53d - Why is this center seldom used by people in your area?

ASK THIS QUESTION IF THE ASNWER TO #53 WAS NO. IF ANSWER TO 53 WAS YES, SKIP TO #55

54 - 1 Yes
2 No or D.K.

Do you feel a regional instructional materials center should be established in your area, or not?

ASK QUESTIONS 55 & 56 OF EVERYONE

55 - Under what conditions could a child be more adequately served in a residential school program than in a day school program?

---

56 - 1 Yes
2 No
3 Other (Explain)

Are you now serving handicapped children who could more adequately be served in a residential school setting?

ASK QUESTIONS 57, 58 & 59 OF DIRECTORS OF INSTITUTIONS ONLY

57 - 1 Yes
2 No
3 Other (Explain)

Are you now serving handicapped children who could more adequately be served in a day school setting?

---

58 - What relationships do you have with services for handicapped children provided by day programs?

---

59 - How can the relationship between these programs be made more effective?

ASK QUESTIONS 60 & 61 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

60 - What relationships do you have with services for handicapped children provided by residential programs?

---

61 - How can the relationship between these programs be made more effective?

(INTERVIEWER: Ask remaining questions of everyone)

62 - 1 Yes (Ask 62a)
2 No or D.K.

Have we missed any important problems which are affecting the operation of your special program?

62a - What are these problems we haven't covered thus far? (PROBE FOR SPECIFICS!)

Finally, we'd like to get a little information about you, so that we might tabulate the results for different types of persons?

63 - 1 Under 3 years
2 3 - 6 years
3 7 - 9 years
4 10 - 14 years
5 15 - 19 years
6 20 years or more

About how long have you been _____
(INT: Fill in category of respondent)

---

64 - 1 Under 40 years
2 40-59
3 60 or over

May I ask your approximate age? (INT: This may be estimated)

---

65 - 1 Male
2 Female

---

66 - 1 Superintendent
2 Director of Special Ed
3 Principal
4 Higher Education Prof.

Educational Classification

X I hereby certify this interview was actually taken with the person below, and represents a true and accurate account of the contact.

_____ (Respondent)

_____ (City or Town)

_____ (Interviewer's Signature)

_____ Phone Number

_____, 1970 (Date)

BARDSLEY & HASLACHER, INC.

1 - 1 Yes (Ask 1a) Do you feel that the labels assigned to handicapping
2 No or D.K. (Skip to #2) conditions need to be changed, or not?

1a - What specific suggestions do you have for changing labels? (PROBE!)

---

2 - This next group of questions is on regional services, which refer to those services that could best be served by a regional program rather than having separate programs in each school district. After each handicap area is read, please tell me whether you feel there is a need for regional services in that area? (INT: Start with #1 and work around)

Yes	No	D.K.		(If YES) What services should be provided?
1	2	3 -	Deaf?	
1	2	3 -	Hard of hearing?	
1	2	3 -	Visually handicapped?	
1	2	3 -	Educable mentally retarded?	
1	2	3 -	Trainable mentally retarded?	
1	2	3 -	Speech handicapped?	
1	2	3 -	Multiple handicapped?	
1	2	3 -	Physically handicapped?	
1	2	3 -	Gifted children?	
1	2	3 -	Emotionally disturbed?	
1		3 -	Extreme learning problems?	
1	2	3 -	Other areas where children's needs not being met?	

3 - 1 Each handicap
2 All handicaps
3 D.K.

Should a separate regional program be established for each handicap, or should a regional program service all handicaps?

ASK QUESTIONS 4 & 5 OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

4 - Do you think there is, or is not, a need for a person at the IED level for purposes of _____? (INT: Read off one at a time and record answer)

Is	Is Not	D.K.	
1	2	3	- Supervising educational programs for physically handicapped students in schools?
1	2	3	- Serving as home instructor when warranted?
1	2	3	- Supervising programs of home instruction?

---

5 - 1 Yes (Skip to #6)
2 No (Ask 5a)
3 D.K. (Skip to #6)

Are your special students able to use all the school facilities available to all other students in the school, or not?

5a - What specific facilities are they unable to use?

ASK OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS (For professors, skip to #14)

6 - 1 Adequate (Ask 6a)
2 Inadequate (Ask 6a)
3 D.K. (Skip to #7)

Do you feel that state curriculum guidelines are generally adequate or inadequate?

6a - Please list the areas in which you feel these guidelines are adequate or inadequate?

Adequate . Inadequate

---

7 - 1 Yes (Ask 7a)
2 No (Skip to #8)
3 D.K. (Skip to #8)

Should the state offer a scope and sequence guideline, or not?

7a - In what area, or areas, should the state offer a scope and sequence guideline?

---

8 - 1 Yes (Ask 8a)
2 No (Skip to #9)
3 D.K. (Skip to #9)

Could pupils needing special help in your district be served in a better way through a new program design other than the present reimbursed special class structure, or not?

8a - Which handicap areas are you thinking of -- which could be served in a better way? (INT: Hand respondent Card B. First, write down each handicap area at left, then ask this question for <u>each</u> handicap area) Using this card, which one of these new designs would you favor for _____ handicap _____ area? (INT: Record on following page)

8a - Handicap Area (Write in) (For each area) Which of these new designs is favored?

---

9 - 1 Yes (Ask 9a,b) Is there an opportunity for the handicapped child to
2 No (Skip to #10) enroll in regular classes in your district?
3 D.K. (Skip to #10)

9a - Which handicaps and classes are you thinking of? (INT: List handicap area at left, then list classes for each at right -- directly opposite.)

Handicap	Classes

9b - How do you select the students for these regular classes? (PROBE!)

---

10 - What sort of problems, if any, are you experiencing in integrating students with regular education classes?

---

11 - 1 Yes (Skip to #12) Are present teachers of the handicapped working with
2 No (Ask 11a) classroom teachers on a consultant basis in planning
3 D.K. (Skip to #12) programs for children, or not?

11a - What are the main reasons handicap teachers are not working with classroom teachers on a consultant basis? (PROBE!)

12 - 1 Yes
2 No
3 D.K.

Do you feel that most teachers of the handicapped know how to design individual programs for children, or not?

---

13 - 1 Yes
2 No
3 D.K.

Do you feel that most teachers of the handicapped know how to prepare an instruction series utilizing the programming of material?

ASK OF EVERYONE

14 - This next question has to do with post-high school education, such as vocational training, community colleges or workshops. What do you feel are the needs for post-high school education for handicapped children. Please tell me first the handicap areas you are thinking of, then the needs for each?
(INT: Be sure to link handicap area with needs)

Handicap Area	Needs for Post-High School Education

ASK THIS QUESTION OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

15 - Going into research, what problem areas, if any, would you suggest be researched by your district?

15a - What problem areas, if any, should be researched by the Oregon Board of Education?

15b - What problem areas, if any, should be researched by outside agencies?

15c - What problem areas, if any, do you feel should be researched by universities?

15d - Are there any problem areas which you feel should be researched by other organizations or groups? (INT: If YES, list problem areas and groups)

ASK OF EVERYONE

16 - In research, one of the major problems seems to be the gap between already completed research and its application to the field. What do you consider to be the chief reasons for this gap? (PROBE!)

ASK QUESTIONS 17 AND 17a OF DIRECTORS OF SPECIAL ED ONLY

17 - 1 College courses
2 Professional groups
3 Literature
4 Other (List _____)
5 No

Do you happen to depend on college courses, professional groups or literature to update your knowledge and skill? Anything else? (If YES) List and explain below.

17a - Do you have any suggestions which would assist you in keeping "up-to-date" in your field?

ASK OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

18 - 1 Yes (Ask 18a)
2 No or D.K. (Skip to 19)

Are you engaged in any special education research projects at the present time?

18a - In what area, or areas, are you engaged in special education research projects?

---

19 - What special problems, if any, does your program have in terms of transportation that need to be remedied? If peculiar to a particular handicap, please identify the handicap.

ASK QUESTIONS 20-25 OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

20 - 1 Yes
2 No or D.K.

Are you familiar with federal monies available?

---

21 - 1 Yes (Ask 21a)
2 No (Skip to #22)

Have you ever used federal support?

21a - For what type of work or projects have you used federal support?

---

22 - 1 Yes (Ask 22a) — Are you presently using federal support?
2 No (Skip to 22b)

22a - What difficulties, if any, have you experienced with federal support projects or monies?

(INT: If asked 22a, skip now to 24)

22b - What sort of changes would be needed to enable you to get federal support monies?

---

23 - 1 Yes (Skip to #24) — Have you ever applied for federal support?
2 No (Ask 23a)

23a - What are the main reasons you haven't applied for federal support?

---

24 - Please list what you see as your major needs in this general area of federal programs?

---

25 - Going to supervision, we are all aware that difficulties can occur at the state, regional and local levels.
1 Yes (Ask 25a) — Do you see any special needs in areas of supervisory
2 No (Skip to #26) — support at any of these levels?
3 D.K. (Skip to #26)

25a - Please list the difficulties or special needs and then tell me whether those difficulties are at the state, local or regional level?

Difficulties or needs	Is (each difficulty) state, local or regional?

ASK QUESTIONS 26, 27, 28 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

26 - 1 Should — Do you believe that overall purposes, objectives and
2 Should not — goals should be stated by the Oregon Board of Education
3 D.K. — for special programs?

---

27 - 1 Program evaluation — (HAND CARD C) On this card are some services the state
2 Curriculum develop. — could provide. Which one, or ones, do you think the
3 Materials & methods — state should provide?
4 Supervision
5 In-service — Any others?
6 Consultant services
7 Other (What? Name)

28 - 1 Should (Ask 28a)
2 Should not (Skip to 29)
3 D.K. (Skip to 29)

Do you think the state should, or should not, designate a maximum weekly caseload of speech cases for the therapist to handle?

28a - _____ No.
11 D.K.

What maximum number would you suggest?

ASK OF EVERYONE

29 - Do you believe there is a need for a central registry of special education children, or not. Please give me your opinion for each area I read off. (INT: Start with #1 and work around -- take one at a time)

Yes - Need	No	D.K.	
1	2	3	-- Deaf?
1	2	3	-- Hard of hearing?
1	2	3	-- Visually handicapped?
1	2	3	-- Educable mentally retarded?
1	2	3	-- Trainable mentally retarded?
1	2	3	-- Speech handicapped?
1	2	3	-- Multiple handicapped?
1	2	3	-- Physically handicapped?
1	2	3	-- Gifted children?
1	2	3	-- Emotionally disturbed?
1	2	3	-- Extreme learning problems?
1	2	3	-- Other areas where children's needs are not being met? (Write in area(s)_____

ASK IF RESPONDENT ANSWERED "YES" TO ANY ITEMS IN QUES. 29

29a - What would a central registry allow you to do that you cannot already do? (PROBE!)

ASK QUESTIONS 30, 31, 32, 33 OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

30 - 1 Helpful
2 Not helpful
3 D.K.

Do you consider the central registry of pre-school deaf children compiled by the Oregon Cooperative Council to be helpful or not helpful to agencies serving hard-of-hearing children?

---

31 - What services, if any, do you presently provide parents of children in special programs? First, name the program you are thinking of, then the services provided in that program?

Program	Services Provided

---

32 - What services, if any, do you feel need to be established for parents of children in special programs for the handicapped? First, please name the handicap area, then the services you feel should be instituted? (INT: Record on following page)

32 - Handicap Area | Services Needed

---

33 - In order for you to initiate or expand services to parents, what things do you feel are needed -- just anything that comes to mind?

ASK QUESTIONS 34 AND 35 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

34 - 1 Yes (Ask 34a)
2 No (Skip to #35)
3 D.K. (Skip to #35)

Do you feel there is a need for school psychologists in the district, or not?

34a - What does a school psychologist do, that you could not do? Or, what could a psychologist do that you cannot do now? Please be specific.

---

35 - 1 Yes (Ask 35a)
2 No (Skip to #36)
3 D.K. (Skip to #36)

Do you feel there is a need for a social worker in the school district, or not?

35a - What does a social worker do that you could not do? Or, what could a social worker do that you cannot do now? Again, please be specific.

ASK QUESTIONS 36, 37, 37a, 38 OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

36 - 1 Physical therapists
2 Occupational therapists
3 Paraprofessionals
4 Aides
5 Volunteers
6 Other (Who? List) _____
7 None needed
8 D.K.

What sorts of other personnel, if any, do you need to make your program more effective, such as physical therapists, occupational therapists, paraprofessionals aides, volunteers or others? (If OTHERS) Who or what?

---

37 - What auxiliary personnel, if any, do you have available to your program?

37a - 1 Yes
2 No
3 D.K.

Generally speaking, are these auxiliary personnel effective, or not?

38 - 1 Yes (Skip to #39)
2 No (Ask 38a)
3 D.K. (Skip to #39)

Do you have adequate methods to evaluate the effectiveness of your present program, or not?

38a - What type of assistance do you need that would allow you to evaluate your effectiveness and make timely decisions? (PROBE FOR SPECIFICS)

ASK QUESTION 39 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

39 - $_____
11 D.K. (Skip to #40)
0 None (Skip to #40)

How much money did you spend last year on evaluation of your special education programs?

ASK 39a, b OF THOSE WHO SPEND MONEY IN #39

39a - 1 Third party
2 Self-evaluation
3 Other (What?)_____

What type of evaluation did you conduct -- third party, self, or some other type? (If OTHER) What?

39b - 1 Yes (Ask 39c)
2 No (Skip to #40)

Do you have any data gathered to support this evaluation?

39c - What specific type of data do you have to support this evaluation?

ASK QUESTIONS 40-42 OF EVERYONE EXCEPT HIGHER EDUCATION PROFESSORS

40 - With respect to inter-agency cooperation, what agencies, if any, do you use?

40a - How, or in what ways, do you use these agencies?

---

41 - Which agencies do you have the most cooperation from?

41a - Which agencies do you have the least cooperation from?

---

42 - 1 Yes
2 No
3 D.K.

Considering all the children for which special programs are available, do you have any children in your area who need such services, but who are not eligible for any of the handicapped programs?

ASK QUESTIONS 43-53 OF SUPERINTENDENTS AND DIRECTORS OF SPECIAL ED ONLY

43 - _____ No.
11 D.K.

How many of the ELP (Extreme learning problems) cases that you see are multiple handicap cases?

---

44 - What criteria are used to define or establish that a child is multi-handicapped?

---

45 - 1 Yes (Ask 45a)
2 No (Skip to 46)

Do you use your own staff in defining the multi-handicapped?

45a - Who do you use on your staff -- not names, but job classifications?

---

46 - 1 Very often (Ask 46a)
2 Quite often (Ask 46a)
3 Not too often (Ask 46a)
4 Never (Skip to #47)
5 D.K. (Skip to #47)

How often do you use outside resources for help in defining the multi-handicapped child -- very often, quite often, not too often or never?

46a - Please identify the outside resources used.

---

47 - 1 Yes (Ask 47a, b)
2 No (Skip to 48)

Do you use trial enrollments, or not?

47a - 1 Routine
2 Once in awhile
3 D.K.

Do you use trial enrollments on a routine basis, or just once in awhile?

47b - _____ Period

For how long a period do you usually use trial enrollments?

---

48 - If a multi-handicapped child is denied admission, what action is taken to meet the child's individual needs?

---

49 - 1 Yes (Ask 49a)
2 No (Skip to #50)
3 D.K. (Skip to #50)

Are there limitations or deficiencies in your existing services for multi-handicapped children?

49a - What are these deficiencies and how do you compensate for them? (INT: List deficiencies, then write in compensating factors opposite each)

Deficiencies	Compensating Factors

50 - 1 Facilities
2 More staff
3 Staff training
4 Evaluation & diagnosis
5 Research
6 Pre-school services
7 Transportation
8 Other (What?) _____
9 D.K.

(HAND CARD D) Using this card, what would it take to improve services for multiple handicapped children to meet your goals and objectives?

51 - 1 Yes (Ask 51a,b)
2 No (Skip to #52)
3 D.K. (Skip to #52)

Considering services you provide for multi-handicapped children, are there any children in your setting who are not receiving services whom you feel your agency or another agency should be serving?

51a - What are the unmet needs and how many children are involved in each unmet area?

Unmet Needs or Areas	No. of Children Involved

51b - How do you know these unmet needsand children exist?

52 - 1 Facilities
2 More staff
3 Staff training
4 Evaluation and diagnosis
5 Research
6 Pre-school services
7 Transportation
8 Other (What?) _____
9 D.K.

(HAND CARD D) Using this card, what would be required to meet the needs of multi-handicapped children?

53 - How, or in what ways, should these unmet needs be financed? (PROBE FOR SPECIFICS)

ASK REMAINING QUESTIONS OF EVERYONE

54 - 1 Yes (Ask 54a)
2 No or D.K.

Have we missed any important problems which are affecting the operation of your special program?

54a - What are these problems we haven't covered thus far? (PROBE FOR SPECIFICS!)

Finally, we'd like to get a little information about you, so that we might tabulate the results for different types of persons?

55 - 1 Under 3 years
2 3 - 6 years
3 7 - 9 years
4 10 - 14 years
5 15 - 19 years
6 20 years of more

About how long have you been _____
(INT: Fill in category of respondent)

---

56 - 1 Under 40 years
2 40-59
3 60 or over

May I ask your approximate age? (INT: This may be estimated)

---

57 - 1 Male
2 Female

---

58 - 1 Superintendent
2 Director of Special Ed
3 Principal
4 Higher Education Prof.

Educational Classification

X I hereby certify this interview was actually taken with the person below, and represents a true and accurate account of the contact.

_____ (Respondent) _____ (City or Town) _____ (Interviewer's Signature)

_____ Phone Number _____, 1970, (Date)

---

1 - 1 Yes (Ask 1a)
2 No or D.K. (Skip to #2)

Do you feel that the labels assigned to handicapping conditions need to be changed, or not?

1a - What specific suggestions do you have for changing labels? (PROBE!)

QUESTIONS 2 AND 3, ASK FOR TEACHERS SPECIALTY ONLY

2 - Now, will you please tell me if you feel there are any weaknesses or needs in education of teachers in your specialty at the college preparation level? (If YES) What are these weaknesses or needs?

Deafness
0 No weakness or need
11 D.K.

Hard-of-Hearing
0 No weakness or need
11 D.K.

Visually Handicapped
0 No weakness or need
11 D.K.

Educable Mentally Retarded
0 No weakness or need
11 D.K.

Trainable Mentally Retarded
0 No weakness or need
11 D.K.

Speech Handicapped
0 No weakness or need
11 D.K.

Multiple Handicapped
0 No weakness or need
11 D.K.

Physically Handicapped
0 No weakness or need
11 D.K.

Gifted
0 No weakness or need
11 D.K.

Emotionally Disturbed
0 No weakness or need
11 D.K.

Extreme Learning Problems
0 No weakness or need
11 D.K.

Any other areas where childrens needs are not being met? (What?)_____
0 No weakness or need
11 D.K.

---

3 - Will you please tell me whether you feel there is, or is not, a need for a different training program for preparing teachers in your specialty, at the primary, intermediate or secondary levels?

Is	Is Not	D.K.	(If IS At what level, or levels?)	Prim.	Inter.	Sec.	D.K.
1	2	3	-- Educable mentally retarded?	4	5	6	7
1	2	3	-- Trainable mentally retarded? . . .	4	5	6	7
1	2	3	-- Deaf?	4	5	6	7
1	2	3	-- Visually handicapped?	4	5	6	7
1	2	3	-- Speech handicapped?	4	5	6	7
1	2	3	-- Multiple handicapped?	4	5	6	7
1	2	3	-- Gifted?	4	5	6	7
1	2	3	-- Emotionally disturbed?.	4	5	6	7
1	2	3	-- Physically handicapped?	4	5	6	7
1	2	3	-- Extreme learning problems?	4	5	6	7
1	2	3	-- Other areas where children's needs are not being met? (What?)	4	5	6	7

ASK QUESTIONS 4 AND 5 OF TEACHERS WITH DEAF & HARD OF HEARING SPECIALTY, ONLY

4 - 1 Yes (Skip to #5)
2 No (Ask 4a)
3 D.K. (Skip to #5)

One of the greatest needs of deaf children is to be able to communicate with others. Do you feel that teachers of the deaf are well enough prepared to develop means of communication in these children, or not?

4a - Why do you feel that teachers are not well enough prepared to develop means of communication in deaf children? (PROBE!)

---

5 - 1 Yes
2 No
3 D.K.

Do you feel that students preparing to teach the deaf have been given adequate opportunities to practice teach, or not?

5a - 1 Yes
2 No
3 D.K.

Do you think that supervision of practice teaching programs for the deaf have been satisfactory, or not?

ASK QUESTIONS 6-9 OF TEACHERS WITH SPEECH CORRECTION SPECIALTY, ONLY

6 - 1 Adequate (Skip to #7)
2 Inadequate (Ask 6a)
3 D.K. (Skip to #7)

Do you feel the present training program to prepare teachers to work with the hard of hearing is adequate, or inadequate?

6a - Why, or in what ways, do you feel the present teaching program is not adequate? (PROBE!)

---

7 - 1 Is (Ask 7a)
2 Is not (Skip to #8)
3 D.K. (Skip to #8)

Do you feel there is, or is not, a need for speech correctionists to receive additional preparation in and remediation of language problems?

7a - What additional types of training are needed, in your estimation? (PROBE!)

---

8 - 1 Yes (Ask 8a)
2 No (Skip to #9)
3 D.K. (Skip to #9)

Is there a need for training institutions in Oregon to modify existing programs for training speech correctionists?

8a - Where, specifically, do these changes need to be made? (PROBE!)

---

9 - 1 Yes (Ask 9a)
2 No (Skip to #10)
3 D.K. (Skip to #10)

Is there a need for speech correctionists to have a fifth year of preparation before they become employed, of not?

9a - Why do you feel speech correctionists should have a fifth year of preparation?

ASK QUESTIONS 10 AND 11 FOR TEACHERS SPECIALTY ONLY

The next question is on in-service training, where we'd like to determine what you believe are the most important needs. We'd like you to consider curriculum development, methods and materials, supervision and administration, group processes, behavior modification, work-study programs, or any other areas you consider appropriate for in-service training.

10 - List in order of priority subject matter or teaching techniques you feel should be taught in in-service programs for teachers of the _____.

Deaf:
1 _____
2 _____
3 _____

(CONTINUED ON FOLLOWING PAGE)

10 -

Hard of hearing?	1	
	2	
	3	
Visually handi-capped?	1	
	2	
	3	
Educable mentally retarded?	1	
	2	
	3	
Multiple handi-capped?	1	
	2	
	3	
Trainable mentally retarded?	1	
	2	
	3	
Gifted?	1	
	2	
	3	
Extreme learning problems?	1	
	2	
	3	
Speech handi-capped?	1	
	2	
	3	
Physically handi-capped	1	
	2	
	3	
Emotion-ally dis-turbed?	1	
	2	
	3	
Regular teachers for learn-ing dis-abilities?	1	
	2	
	3	
Other areas where children's needs not met?	1	
	2	
	3	

11 - Now, I'd like to turn to certification procedures for a moment. Will you tell me whether you feel there is a need to change present certification procedures in your field, or not?

Yes	No	D.K.		
1	2	3	-- Deaf?	(INT: Ask 11a if YES is circled)
1	2	3	-- Visually handicapped?	
1	2	3	-- Educable mentally retarded?	
1	2	3	-- Physically handicapped?	
1	2	3	-- Speech retarded?	
1	2	3	-- Extreme learning problems?	
1	2	3	-- Other areas where children's needs are not being met?	

11a - What change do you think is needed in certification procedures in your field?

ASK QUESTION 12 OF TEACHERS WITH SPEECH CORRECTION SPECIALTIES, ONLY

12 - 1 Yes (Ask 12a)
2 No (Ask 12a)
3 D.K. (Skip to 16)

Do you feel that certification requirements are needed for teachers of the hard of hearing, or not?

12a - Why do you feel certification requirements (are) (are not) needed for teachers of hard of hearing?

ASK QUESTION 13 OF TEACHERS WITH TRAINABLE MENTALLY RETARDED SPECIALTIES, ONLY

13 - 1 Yes (Ask 13a)
2 No (Ask 13a)
3 D.K. (Skip to #16)

Do you feel that certification requirements are needed for teachers of trainable mentally retarded, or not?

13a - Why do you feel that certification requirements (are) (are not) needed in this area?

ASK QUESTION 14 OF TEACHERS WITH EMOTIONALLY DISTURBED SPECIALTIES, ONLY

14 - 1 Yes (Ask 14a)
2 No (Ask 14a)

Do you believe certification requirements are needed for teachers of emotionally disturbed?

14a - And, why do you feel certification requirements (are) (are not) needed for these teachers?

---

15 - 1 Yes (Ask 15a)
2 No (Ask 15a)
3 D.K. (Skip to #16)

What about teachers of the gifted -- do you think that certification requirements are needed for these persons?

15a - Why do you feel certification requirements (are) (are not) needed for teachers of the gifted?

ASK QUESTIONS 16 - 20 OF ALL TEACHERS

16 - 1 Satis. (Skip to #17)
2 Dissat. (Ask 16a)
3 D.K. (Skip to #17)

Are you presently satisfied or dissatisfied with the identification procedure used for identifying children for special programs?

16a - First, please list the handicap areas which you are dissatisfied with. Then, please give us the main information you think is needed to improve identification procedures in each handicap area. (INT: List handicap at left -- then write information opposite it. If more space needed, use back of sheet.)

Handicap Area	Information Needed

---

17 - The next area refers to vocational and pre-vocational training for children in your area of concern. First, list the handicap area you are thinking of, then list the problems or vocational needs in that handicap area.

Handicap Area	Problems or Vocational Needs

---

18 - 1 Yes (Ask 18a)
2 No (Skip to #19)
3 D.K. (Skip to #19)

Do you feel that in-school work experiences are needed for handicapped students in your area, or not?

18a - Please list the handicap area you are thinking of, then name the chief work experiences you think are needed for each.

Handicap Area	Work Experience(s) Needed

---

19 - 1 Yes (Ask 19a)
2 No (Skip to #20)
3 D.K. (Skip to #20)

Do you feel that out-of-school work experiences are needed for handicapped students in your area, or not?

19a - Again, please list the handicap area you are thinking of, then name the chief out-of-school work experiences you think are needed for each?

Handicap Area	Work Experience(s) Needed

20 - 1 Should
2 Should not
3 D.K.

Is it your feeling that students should, or should not receive pay for their work experience?

ASK QUESTION 21 OF TEACHERS WITH EDUCABLE MENTALLY RETARDED SPECIALTY, ONLY

21 - 1 Yes (Ask 21a)
2 No or D.K. (Skip to #22)

Do high school EMR teachers need training in vocational education, or not?

21a - What specific types of training do you feel are needed most?

ASK QUESTIONS 22 - 26 OF ALL TEACHERS

22 - What type, or types, of curriculum planning do you feel is needed in relation to vocational education?

---

23 - 1 Yes
2 No
3 D.K.

Do you happen to engage in curriculum planning that is concerned with vocational education?

---

24 - The next few questions deal with present services you are offering. Now, of the present services you are able to offer, what are those areas which you see as needing change or expansion? Please list the handicap areas in order of priority and then mention the changes or expansion needed for each. In answering this, kindly keep in mind the situation of quality vs. quantity.

Handicap Area	Changes or Expansion Needed
1	
2	
3	

---

25 - What additional services are required that you do not now have. Again, please mention the handicap area, then name the additional services required for each.

(CONTINUED ON FOLLOWING PAGE)

Handicap Area	Additional Services Needed
1	
2	
3	

26 - How many pupils, if any, in your special program, should have a different type of special program? Please list the program you are thinking of, then the number of students in each which should have a different type of special program.

Program	No. Students Needing Different Type of Program
_____	_____
_____	_____
_____	_____

ASK QUESTION 27 OF TEACHERS WITH SPEECH CORRECTION SPECIALTY, ONLY

27 - 1 Is need
2 No need
3 D.K.

Do you think there is, or is not, a need for speech correctionists to become involved with children who exhibit language problems in addition to speech and hearing problems?

ASK QUESTIONS 28 AND 29 OF TEACHERS WITH SPEECH CORRECTION AND DEAF OR HARD OF HEARING SPECIALTIES, ONLY

28 - 1 Adequate (Skip to 29)
2 Inadequate (Ask 28a)
3 D.K. (Skip to #29)

Do you feel that adequate or inadequate emphasis is being placed on secondary prevention of hearing impairment, such as training of doctors, nurses, social workers, and public health nurses?

28a - What is needed to overcome this problem of inadequate emphasis?

29 - 1 Adequate (Skip to #30)
2 Inadequate (Ask 29a)
3 D.K. (Skip to #30)

Is adequate or inadequate emphasis being placed on primary prevention of hearing impairment, such as innoculations and education of the public?

29a - What needs to be done to overcome this problem of inadequate emphasis?

ASK QUESTIONS 30 AND 31 OF TEACHERS WITH SPEECH CORRECTION SPECIALTY, ONLY

30 - 1 Yes (Ask 30a)
2 No (Skip to #31)
3 D.K. (Skip to #31)

Is information about audiometric results obtained by the state board of health shared with special education personnel in local school districts?

30a - 1 Yes
2 No
3 D.K.

Does this information about audiometric results usually get to a speech therapist, or not?

---

31 - 1 Yes (Ask 31a)
2 No (Skip to #34)
3 D.K. (Skip to #34)

Is there a follow-up program for those hard of hearing children who are provided hearing aids by the state board of health, speech, hearing centers and private hearing aid companies?

31a - 1 Adequate
2 Inadequate
3 D.K.

Is this follow-up program adequate or inadequate so far as training the child in the use of the hearing aid?

ASK QUESTIONS 32 AND 33 OF TEACHERS WITH EDUCABLE MENTALLY RETARDED SPECIALTY, ONLY

32 - 1 Yes (Ask 32a)
2 No (Skip to #33)
3 D.K. (Skip to #33)

Is there need for distinction between remedial reading and extreme learning problems, or not?

32a - What type, or types, of distinctions are needed between remedial reading and extreme learning problems?

---

33 - _____ Age

At what age should school-based extreme learning services begin? (Just your best estimate?)

ASK THE FOLLOWING QUESTIONS OF ALL TEACHERS

34 - 1 Yes
2 No

Do you make use of the Special Education Instructional Materials Center at the University of Oregon?

---

35 - What changes, if any, should be made in the Center to make it more useful to you?

---

36 - 1 Yes (Ask 36a,b,c,d)
2 No (Skip to #37)
3 D.K. (Skip to #37)

Has a regional special educational instructional materials center been established in your area?

36a - 1 Adequate (Skip to 36c)
2 Inadequate (Ask 36b)
3 D.K. (Skip to 36c)

Is this local center adequate or inadequate for your purposes?

36b - Why do you feel this center is inadequate for your needs?

36c - 1 Yes (Skip to #37)
2 No (Ask 36d)
3 D.K. (Skip to #37)

Do people use this local instructional materials center frequently, or not?

36d - Why is this center seldom used by people in your area?

ASK THIS QUESTION IF THE ANSWER TO 36 WAS NO. IF THE ANSWER TO 36 WAS YES, SKIP TO 38

37 - 1 Yes
2 No or D.K.

Do you feel a regional instructional materials center should be established in your area, or not?

---

38 - This next section is on regional services, which refer to those services that could best be served by a regional program rather than having separate programs in each school district. Please tell me whether you feel there is a need for regional services in your specialty?

Yes	No	D.K.		(If YES) What services should be provided?
1	2	3	- Deaf?	
1	2	3	- Hard of hearing?	
1	2	3	- Visually handicapped?	
1	2	3	- Educable mentally retarded?	
1	2	3	- Trainable mentally retarded?	
1	2	3	- Speech handicapped?	
1	2	3	- Multiple handicapped?	
1	2	3	- Physically handicapped?	
1	2	3	- Gifted children?	
1	2	3	- Emotionally disturbed?	
1	2	3	- Extreme learning problems?	
1	2	3	- Other areas where children's needs not being met?	

---

39 - 1 Each handicap
2 All handicaps
3 D.K.

Should a separate regional program be established for each handicap, or should a regional program service all handicaps?

40 - 1 Yes (Skip to #41)
2 No (Ask 40a)
3 D.K. (Skip to #41)

Are your special students able to use all the school facilities available to all other students in the school, or not?

40a - What specific facilities are they unable to use?

41 - Turning to curriculum, what are your needs in terms of a satisfactory curriculum for handicapped students. Please tell us what your needs are in order to have a satisfactory curriculum for your handicap area? List as many as you like.

Handicap Area	Needs for a Satisfactory Curriculum

42 - 1 Yes (Ask 42a,b)
2 No or D.K. (Skip to 43)

Do you follow a written curriculum guide, or not?

42a - _____ In which area, or areas, do you follow this guide?

_____
(Area(s)

42b - 1 Self
2 State
3 District
4 Other (Who?)_____

Was this curriculum guide prepared by you, the district, the state or someone else? (If SOMEONE ELSE) Who?

43 - 1 Adequate (Ask 43a)
2 Inadequate (Ask 43a)
3 D.K. (Skip to 44)

Do you feel that state curriculum guidelines are generally adequate or inadequate?

43a - Please list the areas in which you feel these guidelines are adequate or inadequate?

Adequate	Inadequate
.	.
.	.
.	.

44 - 1 Yes (Ask 44a)
2 No (Skip to #45)
3 D.K. (Skip to #45)

Should the state offer a scope and sequence guideline, or not?

44a - In what area, or areas, should the state offer a scope and sequence guideline?

45 - What sort of problems, if any, are you experiencing in integrating students with regular education classes?

---

46 - 1 Yes
2 No
3 D.K.

Do you feel that most teachers of the handicapped know how to design individual programs fo/ children, or not?

---

47 - 1 Yes
2 No
3 D.K.

Do you feel that most teachers of the handicapped know how to prepare an instruction series utilizing the programming of material?

---

48 - This next question has to do with post-high school education, such as vocational training, community colleges or workshops. What do you feel are the needs for post-high school education for the handicapped children you teach?

---

49 - Going into research, what problem areas, if any, would you suggest be researched by your district?

49a - What problem areas, if any, should be researched by the Oregon Board of Education?

49b - What problem areas, if any, should be researched by outside agencies?

49c - What problem areas, if any, do you feel should be researched by universities?

49d - Are there any problem areas which you feel should be researched by other organizations or groups? (INT: If YES, list problem areas and groups)

---

50 - In research, one of the major problems seems to be the gap between already completed research and its application to the field. What do you consider to be the chief reasons for this gap? (PROBE!)

---

51 - 1 Yes (Ask 51a) Are you engaged in any special education research
2 No or D.K. (Skip to 52) projects at the present time?

51a - In what area, or areas, are you engaged in special education research projects?

ASK QUESTION 52 FOR TEACHERS SPECIALTY ONLY

52 - Do you beleive there is a need for a central registry of special education children, or not. Please give me your opinion for your area.

Yes - Need	No	D.K.	
1	2	3	-- Deaf?
1	2	3	-- Hard of hearing?
1	2	3	-- Visually handicapped?
1	2	3	-- Educable mentally retarded?
1	2	3	-- Trainable mentally retarded?
1	2	3	-- Speech handicapped?
1	2	3	-- Multiple handicapped?
1	2	3	-- Physically handicapped?
1	2	3	-- Gifted children?
1	2	3	-- Emotionally disturbed?
1	2	3	-- Extreme learning problems?
1	2	3	-- Other areas where children's needs are not being met? (Write in area(s)_____

ASK IF RESPONDENT ANSWERED "YES" TO ANY ITEMS IN QUESTION 52

52a - What would a central registry allow you to do that you cannot already do? (PROBE!)

ASK QUESTION 53 OF TEACHERS WITH SPEECH CORRECTION AND DEAF OR HARD OF HEARING SPECIALTIES, ONLY.

53 - 1 Helpful
2 Not helpful
3 D.K.

Do you consider the central registry of pre-school deaf children compiled by the Oregon Cooperative Council to be helpful or not helpful to agencies serving hard-of-hearing children?

ASK THE FOLLOWING QUESTIONS OF ALL TEACHERS

54 - 1 Yes (Ask 54a)
2 No (Skip to 55)

Do you feel there is a need for school psychologists in the district, or not?

54a - What does a school psychologist do, you could not do? Or, what could a psychologist do that you cannot do now? Please be specific.

---

55 - 1 Yes (Ask 55a)
2 No (Skip to 56)
3 D.K. (Skip to 56)

Do you feel there is a need for a social worker in the school district, or not?

55a - What does a social worker do that you could not do? Or, what could a social worker do that you cannot do now? Again, please be specific.

---

56 - 1 Physical therapists
2 Occupational therapists
3 Paraprofessionals
4 Aides
5 Volunteers
6 Other (Who? List) _____
7 None needed
8 D.K.

What sorts of other personnel, if any, do you need to make your program more effective, such as physical therapists, occupational therapists, paraprofessionals, aides, volunteers or others? (If OTHERS) Who or what?

---

57 - What auxiliary personnel, if any, do you have available to your program?

57a - 1 Yes
2 No
3 D.K.

Generally speaking, are these auxiliary personnel effective, or not?

---

58 - 1 Yes (Skip to #59)
2 No (Ask 58a)
3 D.K. (Skip to #59)

Do you have adequate methods to evaluate the effectiveness of your present program, or not?

58a - What type of assistance do you need that would allow you to evaluate your effectiveness and make timely decisions? (PROBE FOR SPECIFICS)

ASK QUESTION 59 OF TEACHERS WITH EXTREME LEARNING PROBLEM SPECIALTY, ONLY

59 - _____ No.
11 D.K.

How many of the ELP (Extreme learning problems) cases that you see are multiple handicap cases?

ASK QUESTION 60, 61, 62, 63 OF ALL TEACHERS

60 - 1 Yes (Ask 60a)
2 No or D.K.

Have we missed any important problems which are affecting the operation of your special program?

60a - What are these problems we haven't covered thus far? (PROBE FOR SPECIFICS!)

---

61 - Finally, we'd like to get a little information about you, so that we might tabulate the results for different types of persons?

1 Under 3 years
2 3 - 6 years
3 7 - 9 years
4 10 - 14 years
5 15 - 19 years
6 20 years or more

About how long have you been _____
(INT: Fill in category of respondent)

---

62 - 1 Under 40 years
2 40-59 years
3 60 or over

May I ask your approximate age? (INT: This be estimated)

---

63 - 1 Male
2 Female

X I hereby certify this interview was actually taken with the person below, and represents a true and accurate account of the contact.

_____ (Respondent)

_____ (City or Town)

_____ (Interviewer's Signature)

_____ Phone Number

_____, 1970 (Date)

---

1 - 1 Yes (Ask 1a)
2 No or D.K. (Skip to #2)

Do you feel that the labels assigned to handicapping conditions need to be changed, or not?

1a - What specific suggestions do you have for changing labels? (PROBE!)

ASK QUESTIONS 2 AND 2a OF SI GROUPS AND PARENTS OF DEAF AND SPEECH CORRECTION CHILDREN ONLY

2 - 1 Yes (Skip to #3)
2 No (Ask 2a)
3 D.K. (Skip to #3)

One of the greatest needs of deaf children is to be able to communicate with others. Do you feel that teachers of the deaf are well enough prepared to develop means of communication in these children, or not?

2a - Why do you feel that teachers are not well enough prepared to develop means of communication in deaf children? (PROBE!)

ASK QUESTIONS 3 - 7 OF SPECIAL INTEREST GROUPS ONLY. Parents skip to #8

3 - 1 Yes
2 No
3 D.K.

Do you feel that students preparing to teach the deaf have been given adequate opportunities to practice teach, or not?

3a - 1 Yes
2 No
3 D.K.

Do you think that supervision of practice teaching programs for the deaf have been satisfactory, or not?

4 - 1 Adequate (Skip to 5)
2 Inadequate (Ask 4a)
3 D.K. (Skip to 5)

Do you feel the present training program to prepare teachers to work with the hard of hearing is adequate, or inadequate?

4a - Why, or in what ways, do you feel the present teaching program is not adequate? (PROBE!)

5 - 1 Is (Ask 5a)
2 Is not (Skip to 6)
3 D.K. (Skip to 6)

Do you feel there is, or is not, a need for speech correctionists to receive additional preparation in diagnosis and remediation of language problems?

5a - What additional types of training are needed, in your estimation? (PROBE!)

---

6 - 1 Yes (Ask 6a)
2 No (Skip to 7)
3 D.K. (Skip to 7)

Is there a need for training institutions in Oregon to modify existing programs for training speech correctionists?

6a - Where, specifically, do these changes need to be made? (PROBE!)

---

7 - 1 Yes (Ask 7a)
2 No (Skip to 8)
3 D.K. (Skip to 8)

Is there a need for speech correctionists to have a fifth year of preparation before they become employed, or not?

7a - Why do you feel speech correctionists should have a fifth year of preparation?

---

8 - 1 Yes (Ask 8a)
2 No (Skip to 9)
3 D.K. (Skip to 9)

Do you think that pre-school or kindergarten services should be available to children with handicapped conditions?

8a - For what handicaps do you feel there should be pre-school services?

---

9 - 1 Satisfied (Skip to 10)
2 Dissatisfied (Ask 9a)
3 D.K. (Skip to 10)

Are you presently satisfied or dissatisfied with the identification procedure used for identifying children for special programs?

9a - First, please list the handicap areas which you are dissatisfied with. Then, please give us the main information you think is needed to improve identification procedures in each handicap area. (INT: List handicap at left -- then write information opposite it. If more space needed, use back of sheet.)

Handicap Area	Information Needed

ASK QUESTIONS 10 AND 11 OF SI GROUPS ONLY. Parents skip to #12.

10 - What preliminary medical or psychological evaluation processes do you use or think should be used in identifying the educational needs of pre-school children?

---

11 - What type of diagnostic evaluation services are necessary to support your special education programs?

---

12 - 1 Yes (Ask 12a)
2 No or D.K. (Skip to #13)

This next question refers to vocational and pre-vocational training for handicapped children. Can you think of any problems or needs in any handicapped area?

12a - What handicapped area, or areas, are you thinking of? (INT: Record at left below) Now, will you please list the problems or vocational needs in each of the handicapped areas you mentioned?

Handicap Area	Problems or Vocational Needs

---

13 - 1 Yes (Ask 13a)
2 No (Skip to #14)
3 D.K. (Skip to #14)

Do you feel that in-school work experiences are needed for handicapped students, or not?

13a - Please list the handicap area you are thinking of, then name the chief work experiences you think are needed for each.

Handicap Area	Work Experience(s) Needed

14 - 1 Yes (Ask 14a)
2 No (Skip to #15)
3 D.K. (Skip to #15)

Do you feel that out-of-school work experiences are needed for handicapped students, or not?

14a - Again, please list the handicap area you are thinking of, then name the chief out-of-school work experiences you think are needed for each?

Handicap Area	Work Experience(s) Needed

---

15 - 1 Should
2 Should not
3 D.K.

Is it your feeling that students should, or should not, receive pay for their work experience?

---

16 - The next few questions deal with present school services offered handicapped students. Now, of the present services offered, what are those areas which you see as needing change or expansion? Please list the handicap areas in order of priority, and then mention the changes or expansions which you feel each area needs. In mentioning needs, kindly keep in mind the situation of quality vs. quantity.

	Handicap Area	Changes or Expansion Needed
1		
2		
3		

---

17 - What additional services for handicapped students do you feel are needed that are not available at the present time? Again, please mention the handicap area you are thinking of, then name the additional services you think are required for that area?

	Handicap Area	Additional Services Needed
1		

	Handicap Area	Additional Services Needed
2		
3		

18 - _____ Number
0 None
11 D.K. of any

Do you know of any children who are not now in school who are in need of receiving special services in his or her handicap area? (If YES) About how many children are you thinking of (who are in need of special services)

19 - Do you know of any handicapped students who are already in a special program who you think should have a different type of special program? (If YES) Please list the new program needed, and then tell me the approximate number of students you know of who should have this different type of program.

	Dif. Program Needed	No. Students Needing This Different Type Program
	_____	_____
	_____	_____

ASK QUESTION 20 OF SPECIAL INTEREST GROUPS ONLY. Parents skip to #21.

20 - 1 Is need
2 No need
3 D.K.

Do you think there is, or is not, a need for speech correctionists to become involved with children who exhibit language problems in addition to speech and hearing problems?

ASK QUESTIONS 21 - 23 OF SI GROUPS AND PARENTS OF HARD OF HEARING OR SPEECH CORRECTION ONLY. Others, skip to #24.

21 - 1 Adequate (Skip to 22)
2 Inadequate (Ask 21a)
3 D.K. (Skip to 22)

Do you feel that adequate or inadequate emphasis is being placed on secondary prevention of hearing impairment, such as training of doctors, nurses, social workers, and public health nurses?

21a - What is needed to overcome this problem of inadequate emphasis?

22 - 1 Adequate (Skip to 23)
2 Inadequate (Ask 22a)
3 D.K. (Skip to 23)

Is adequate or inadequate emphasis being placed on primary prevention of hearing impairment, such as innoculations and education of the public?

22a - What needs to be done to overcome this problem of inadequate emphasis?

23 - 1 Yes (Ask 23a)
2 No (Skip to 24)
3 D.K.

Is there a follow-up program for those hard of hearing children who are provided hearing aids by the state board of health, speech, hearing centers and private hearing aid companies?

23a - 1 Adequate
2 Inadequate
3 D.K.

Is this follow-up program adequate or inadequate so far as training the child in the use of the hearing aid?

ASK SI GROUPS EVERY PART OF QUESTION 24. FOR PARENTS, USE THEIR SPECIAL AREA OF CONCERN ONLY.

24 - This next section is on regional services, which refer to those services that could best be served by a regional program rather than having separate programs in each school district. Please tell me whether you feel there is a need for regional services in the following areas:

Yes	No	D.K.		(If YES) What services should be provided?
1	2	3	- Deaf?	
1	2	3	- Hard of hearing?	
1	2	3	- Visually handicapped?	
1	2	3	- Educable mentally retarded?	
1	2	3	- Trainable mentally retarded?	
1	2	3	- Speech handicapped?	
1	2	3	- Multiple handicapped?	
1	2	3	- Physically handicapped?	
1	2	3	- Gifted children?	

Yes	No	D.K.		(If YES) What services should be provided?
1	2	3 -	Emotionally disturbed?	
1	2	3 -	Extreme learning problems?	
1	2	3 -	Other areas where children's needs not being met?	

ASK OF EVERYONE

25 - 1 Each handicap
2 All handicap
3 D.K.

Should a separate regional program be established for each handicap, or should a regional program service all handicaps?

26 - This next question has to do with post-high school education, such as vocational training, community colleges or workshops. What do you feel are the needs for post-high school education for handicapped children. Please tell me first the handicap areas you are thinking of, then the needs for each?

Handicap Area	Needs for Post-High School Education

27 - Going into research, what problem areas, if any, would you suggest be researched by your school district (or group, in case of SI)?

27a - What problem areas, if any, should be researched by the Oregon Board of Education?

27b - What problem areas, if any, should be researched by outside agencies?

27c - What problem areas, if any, do you feel should be researched by universities?

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28 - Are there any problem areas which you feel should be researched by other organizations or groups? (INT: If YES, list problem areas and groups)

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29 - In research, one of the major problems seems to be the gap between already completed research and its application to the field. What do you consider to be the chief reasons for this gap? (PROBE!)

---

30 - 1 Yes (Ask 30a)
2 No (Skip to #31)
3 D.K. (Skip to #31)

Are you (Is your child) engaged in any special education research projects at the present time?

30a - In what area, or areas, are you (is your child) engaged in this special education project?

---

31 - What special problems, if any, do you have in terms of transportation that need to be remedied. (If SI group) If peculiar to a particular handicap, please identify the handicap.

---

32 - 1 Yes
2 No or D.K.

Do you happen to be familiar with federal monies available for handicapped student programs?

ASK SI GROUPS EVERY PART OF QUESTION 33. ASK PARENTS FOR SPECIAL AREA OF CONCERN ONLY

33 - Do you believe there is a need for a central registry of special education children, or not?

Yes - Need	No	D.K.	
1	2	3	-- Deaf?
1	2	3	-- Hard of hearing?
1	2	3	-- Visually handicapped?
1	2	3	-- Educable mentally retarded?
1	2	3	-- Trainable mentally retarded?
1	2	3	-- Speech handicapped?
1	2	3	-- Multiple handicapped?
1	2	3	-- Physically handicapped?
1	2	3	-- Gifted children?
1	2	3	-- Emotionally disturbed?
1	2	3	-- Extreme learning problems?
1	2	3	-- Other areas where children's needs are not being met? (Write in area(s)_____

ASK IF RESPONDENT ANSWERED "YES" TO ANY ITEMS IN QUESTION 33.

33a - What would a central registry allow you to do that you cannot already do? (PROBE!)

ASK QUESTION 34 OF SI GROUPS AND PARENTS IN SPEECH CORRECTION AND DEAF OR HARD OF HEARING SPECIALTIES.

34 - 1 Helpful
2 Not helpful
3 D.K.

Do you consider the central registry of pre-school deaf children compiled by the Oregon Cooperative Council to be helpful or not helpful to agencies serving hard-of-hearing children?

ASK OF EVERYONE

35 - What services, if any, do you feel should be provided parents of children in special programs? First, name the program, then the services you think should be provided.

Program	Services Which Should be Provided

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36 - What services, if any, do you feel need to be established for parents of children in special programs for the handicapped? First name the handicap area, then the services you feel should be instituted.

Handicap Area	Services Which Should be Provided

ASK QUESTIONS 37, 38 AND 39 OF PARENTS ONLY. SI Groups skip to #40.

37 - 1 Yes (Ask 37a)
2 No (Skip to #38)
3 D.K. (Skip to #38)

Do you, as a parent of a handicapped child, feel that you need help in understanding and planning for your child?

37a - What kind of help do you feel you need the most? (PROBE!)

---

38 - 1 Yes (Ask 38a)
2 No (Skip to 38b)

Do you participate in a parent group for handicapped children?

38a - What are the main reasons you participate in this parent group? (PROBE!)

(INT: If you asked 38a, skip now to #39)

38b - What are the main reasons you don't participate in a parent group? (PROBE!)

---

39 - _____ What program is your child in?
(Program)

39a - 1 Satisfied (Skip to #40)
2 Dissatisfied (Ask 39b)
3 D.K. (Skip to #40)

Are you generally satisfied or dissatisfied with the program your child is in?

39b - Would you please tell me why you are dissatisfied and what you think should be done to improve the program? (PROBE!)

ASK OF EVERYONE

40 - 1 Yes
2 No
3 D.K.

Do you happen to know of any children in your area who are in need of special program services but who are not eligible for any of the handicapped programs?

---

41 - 1 Yes (Ask 41a)
2 No or D.K. (Skip to 42)

Have we missed any important problems which are affecting the operation of your special program (the program your child is in)?

41a - What are these problems which we haven't covered thus far? (PROBE FOR SPECIFICS!)

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42 - Finally, we'd like to get a little information about you, so that we might tabulate the results by different types of persons.

1 Under 3 years
2 3 - 6 years
3 7 - 9 years
4 10 - 14 years
5 15 - 19 years
6 20 years or more

About how long have you been _____
(INT: Fill in category of respondent)

43 - 1 Under 30 years
2 30-39
3 40-59
4 60 or over

May I ask your approximate age? (INT: This may be estimated).

---

44 - 1 Male
2 Female

---

45 - 1 Parent _____ (INT: If parent, list area of concern)
2 Special Interest

X I hereby certify this interview was actually taken with the person named below, and represents a true and accurate account of the contact.

_____ (Respondent) _____ (City or town) _____ (Interviewer's Signature)

_____ Phone No. _____, 1970 (date)

Appendix B

NEEDS STUDY

SUMMARY BY

CATEGORIES OF HANDICAPPING CONDITION

DEAF – HARD OF HEARING

69% of the respondents indicated that there were weaknesses in the training of teachers of the Deaf and 53% of the respondents indicated that there were weaknesses in the training of teachers of Hard of Hearing children.

There was general agreement that there was no need for a different training program for preparing teachers at the primary, intermediate or secondary levels.

66% of the replies felt that the teachers of the Deaf are well enough prepared to develop means of communications in Deaf children. Those who indicated that they were not well enough prepared pointed to three main areas. First, teachers of the Deaf need both oral and manual methods in order to effectively teach communications to Deaf children. Second, teachers of the Deaf need more practicum experience. Third, teachers of the Deaf probably need more training in language and speech.

Approximately 49% of the respondents indicated that teachers of the Deaf had not been given adequate opportunities to practice teach. 56% of the respondents indicated that the supervision of practice teaching was satisfactory.

50% of the respondents felt that the present training programs to prepare teachers to work with the Hard of Hearing were inadequate.

61% of the respondents indicated that they felt there was a major problem in obtaining qualified teachers, support personnel, and supervisory personnel in the area of teaching of the Deaf.

The major areas where in-service training should focus for the Deaf are in curriculum development and methods and materials; for the Hard of Hearing, methods and materials.

43% of the respondents indicated that they felt there was a need to change present certification procedures for teachers of the Deaf. 75% of the professors of higher education felt such a need. When examining the pattern of replies as to what needed to be changed, no commonality of responses could be determined.

80% of the respondents felt that certification requirements were needed for teachers of the Hard of Hearing. The main reasons for such certification was that special knowledge is required and that certification was needed to screen job applicants and potential teachers.

Teachers of the Deaf generally indicated that they were satisfied with the identification procedure used for identifying children for special programs. When asked what information might help improve identification procedures, the replies indicated a wide variety, although the ability for regular classroom teachers to have training to recognize the problem, earlier identification, and full-scale audiological examinations plus the state registry were the most prominent replies.

The main vocational need in the area of Deaf and Hard of Hearing were vocational counseling and vocational placement.

Both teachers and parents of the Deaf strongly favored in-school work experiences for Deaf children and indicated that the work experiences should be geared to the individual so that the individual student can achieve success and that the work experiences should provide adequate work habits and stress realistic job placement.

Both teachers of the Deaf and parents almost unanimously supported out-of-school work experiences of a type that would be suitable for their children.

Again both teachers of the Deaf and parents of the Deaf almost unanimously agreed that children should receive pay for the work experience.

Of the present services being offered to children, the most in need of change or expansion are vocational programs although a number of other responses were indicated, including the fact that more students need services, better books and materials, preschool education, parent education, and better diagnosis and screening.

When asked what additional services are required that they do not now have, the majority of respondents indicated additional vocational programs, more classes to serve more students, the need to start a new program, parent education, and more teaching personnel.

No definitive replies could be ascertained when the question was asked how many students in the district are not placed in special programs for the Deaf when such a program is in operation.

When asked what additional procedures were necessary for follow-up evaluation, the replies were quite scattered but included such things as additional psychological testing, more personnel to conduct the evaluation, more parent conferences, more post-school or longitudinal studies, and audiological tests.

When asked how many pupils in the special program should have a different type of special program, a number of teachers indicated that children did require other programs because they were either Hard-of-Hearing, Emotionally Disturbed, Multiple Handicapped, or intellectually slow.

Slightly more than 50% of respondents indicated that

inadequate emphasis was being placed on secondary prevention of hearing impairment and indicated that the solution for this was more in-service training and more interprofessional communication. The majority of respondents felt also that inadequate emphasis was being placed on primary prevention of hearing impairment such as innoculation and education of the public and felt that the solution to this inadequate emphasis was the improvement of public education and information.

Information about audiometric results obtained by the State Board of Health was being adequately shared with special education personnel in local school districts according to approximately 90% of the respondents. Approximately the same number indicated that the audiometric results were being sent to the speech therapists. 86% of the respondents indicated that there was a follow-up program for those Hard of Hearing children who are being provided hearing aids by the State Board of Health, speech and hearing centers, and private hearing aid companies.

76% of the respondents indicated that they felt there was a need for regional services in the area of the Deaf in order to provide more complete educational services and to provide identification and diagnosis. 52% of the respondents felt that such regional services should be established for the Hard of Hearing although replies relative to the type of services to be provided were much more varied; identification and diagnosis and provision of special services received the most votes.

Relative to curriculum needs the responses received from teachers were so varied as to indicate no pattern.

The majority of teachers of the Deaf did not follow a curriculum guide. Those who did follow a curriculum guide indicated that the curriculum guide was prepared by a group of teachers. A majority of teachers of the Deaf felt that the state curriculum guidelines were generally inadequate.

When asked what other special education model would be suitable for the hearing impaired, the resource center and itinerant teacher approach were the most favored replies.

There seemed to be adequate opportunity for the hearing impaired to be enrolled in regular classes in the school districts.

The main needs of post-high school education for Deaf and Hard of Hearing children were indicated to be vocational training.

All but one of the Deaf teachers indicated they were not engaged in any special education research projects at the present time.

73% of the respondents indicated that they felt a need for a central registry for Deaf children. 66% of the respondents felt the need for a central registry of Hard of Hearing children. 93% of the respondents indicated that they felt the central registry of preschool Deaf children compiled by the Oregon Cooperative Council was helpful to agencies serving Hard of Hearing children.

The program needed for parents of Deaf children is a training program.

Seven out of eight parents indicated that they needed help in understanding and planning for their child. The type of help needed was to know what kinds of vocational possibilities are available for their child, to be able to understand the capabilities and limitations of the child, and finally to learn how to teach the child certain skills.

Only 50% of the parents of Deaf children participated in parent groups and none of the parents of Hard of Hearing children participated. The main reasons they gave for participating was to increase their education, to raise funds and to become acquainted with problems and solutions of other parents. The main reasons for their not participating in a parent group was that a parent group was not available.

All parents of Deaf children indicated that they were satisfied with the programs that their children were in; these represented a wide variety of programs.

VISUALLY HANDICAPPED

51% of the respondents indicated that there were weaknesses in the education of teachers of the Visually Handicapped. They indicated that these weaknesses were primarily in the area of identification and diagnosis and in the need for more practicum.

There was felt to be no need for a different training program for preparing teachers at the primary, intermediate, or secondary levels.

44% of the respondents indicated that there was a major problem in obtaining qualified teachers, support personnel, or supervisory personnel in the area of the teaching of the Visually Handicapped.

When asked about the most important needs in the area of in-service training, the most prominent response in the area of the Visually Handicapped was for methods and materials. Administrators also heavily favored curriculum development although teachers did not feel this was a need. Work study programs were also considered to be quite important.

Only 25% of the respondents indicated that there was a need to change present certification procedures for teachers of the Visually Handicapped, and those who indicated a need for a change showed little commonality in their responses.

When asked about identification procedures used for identifying children for special programs, all teachers of the Visually Handicapped indicated that they were dissatisfied. When asked to indicate what was the main information needed to improve identification procedures, the main replies indicated that the regular classroom teachers need training in the recognition of vision problems. In addition, identification and diagnosis should focus on the child's educational capabilities in lieu of his vision loss.

The main needs in vocational education are in vocational counseling, prevocational training, vocational placement

and public awareness.

All teachers and all parents of the Visually Handicapped felt that in-school work experiences were needed. They likewise felt that out-of-school work experiences were needed. All except one parent felt that the students should receive pay for their work experience.

Only one of the five teachers queried indicated that she engaged in any curriculum planning concerned with vocational education.

Of the present services offered, those areas in need of change or expansion were a need for preschool services, improvement of facilities, a need for a parent education program and a vocational program.

When asked what additional services are required that they did not now have, the most prominent responses were a need for vocational programs, coordination between agencies, living skills training, and a twelve month program.

Among districts that have programs for Visually Handicapped children, only 23 children were identified who were not now in such programs.

When asked if students required a different type of special program than the one they were in, two teachers indicated that there should be a preschool for Visually Handicapped and two other teachers indicated children with additional handicaps or behavior problems.

66% of the respondents indicated that regional services should be established for the Visually Handicapped. These services should include consultation, complete educational services, and early identification and diagnosis.

The main curriculum need was in the extracurricular area of providing blind children living skills. More time must be allowed for blind children to complete tasks.

Only two of the five teachers of the Visually Handicapped followed a written curriculum guide. In one case this guide was prepared by the district and in another case it was prepared by someone other than the district, state, or the teacher. Two of the five teachers felt that the state curriculum guidelines were adequate.

When asked about a different model other than a special class, the majority of respondents indicated that a resource center would be the best model.

In integrating children with regular education classes, the main problems were indicated as the classroom teacher's inability to accept the children, the inability of the teacher to provide individual programs for handicapped students, and a lack of communication between the regular classroom teacher and the special class teacher.

Relative to post-high school education, the main need for the Visually Handicapped was in vocational training with also some preferences being exhibited for university training.

Only one of the five teachers of the Visually Handicapped is engaged in any special education research projects at the present time.

70% of the respondents indicated a need for a central registry of Visually Handicapped children.

When asked what services need to be established with parents of Visually Handicapped children, the main response was a training program.

Six of the seven parents queried indicated that they needed help in understanding and planning for their child. The help they needed was for vocational possibilities and understanding the capabilities and limitations of the child. A number of other reasons were given.

Six of the seven parents queried do participate in parent groups for handicapped children. The main reason for participating in that group is to become acquainted with the problems and solutions of other parents and work with them on common problems.

Three of the five parents indicated that they were dissatisfied with the programs that the children were in. One indicated the Oregon School for the Blind; another indicated the Oregon State Blind School – Summer School at Creston; the third indicated a Title VI program as being unsatisfactory.

EDUCABLE MENTALLY RETARDED

When asked about changing labels for children, one of the major concerns was the label for Educable Mentally Retarded children. The general consensus was that the term retarded or mentally should not be included.

67% of the respondents indicated that there were weaknesses or needs in the education of teachers of the Educable Mentally Retarded at the college preparation level. The main needs were considered to be more practicum, more behavior modification training, and better selection of teachers.

The majority of respondents felt that there was not a need for a different training program for preparing teachers at the primary, intermediate and secondary levels. This opinion was almost unanimous among the teachers of the Educable Mentally Retarded.

42% of the respondents indicated that there was a major problem in obtaining qualified teachers, support personnel and supervisory personnel in the area of the teaching of the Educable Mentally Retarded. 76% of the respondents indicated that the state – district joint scholarship currently effective was useful in assisting local school districts to recruit competent teachers of the Educable Mentally Retarded. The state district scholarship was needed at both the basic and standard norm preparation levels.

The most important needs in the area of in-service training for the Educable Mentally Retarded are in methods and materials, curriculum development, behavior modification, and work-study programs.

44% of the respondents indicated that there was a need to change the present certification procedures for teachers of the Educable Mentally Retarded. Although the changes recommended vary considerably, there was a general trend in the replies that indicated that teachers in training needed more practicum experience.

56% of the teachers of the Educable Mentally Retarded are dissatisfied with the identification procedures being used for identifying children for special programs. The main needs to rectify this dissatisfaction as voiced by the teachers and by others are better diagnostic instruments, the elimination of psychological testing and substitution of determination of functional capabilities, and a need for more specialized help in identifying the children.

The main needs for vocational education and prevocational training for the Educable Mentally Retarded are vocational training, vocational placement, and work experience. 90% of the teachers of the Educable Mentally Retarded and the parents of the Educable Mentally Retarded indicated that they felt in-school work experiences are needed for handicapped children. All parents and all but one teacher felt that out-of-school work experiences are needed for Educable Mentally Retarded children. One-half of the teachers of the Educable Mentally Retarded felt that the children should receive pay for their work experience. All of the parents expressing an opinion indicated that they should be paid.

78% of the respondents indicated that high school teachers of the Educable Mentally Retarded need training in vocational education. The specific type of training which is needed is a general knowledge of manual occupations, knowing the availability of jobs in the community, and knowing the requirements of those jobs.

Of those services presently being offered, those areas that need change or expansion in the area of the Educable Mentally Retarded were seen as follows: expansion of work experience, more services to serve more students, expansion of a vocational program, specialized professional help, integration with regular students and more personnel.

The additional services required that are not now available for Educable Mentally Retarded children are vocational services, speech and language training, more classes, and more medical and psychological treatment. However, such a wide variety of answers were received that these replies do not represent a majority opinion.

More than 264 Educable Mentally Retarded children were identified as being in districts where programs were available but were not being served by these programs. The main reasons given were that the school district resources were not adequate, lack of parental permission, lack of appropriate program level, and too small a district to open classes for children.

In order to conduct more effective follow-up evaluations for the Educable Mentally Retarded, respondents indicated that more personnel were needed, additional psychological testing was needed, and more parent conferences were needed.

When asked if children in special programs should have a different type of program, there was a surprising number of replies in the Educable Mentally Retarded area, especially among the teachers who indicated more than 170 such children should be placed in Emotionally Disturbed classes, more challenging environments, Trainable Mentally Retarded programs, speech programs, language programs or Multiple Handicapped programs. The replies to this question indicate a need for improved teacher training or in-service training.

50% of the respondents expressing an opinion indicated that the Educable Mentally Retarded could best be served by a regional program. This regional program would primarily provide consultant services, including materials.

When asked what the needs are in terms of a satisfactory curriculum for Educable Mentally Retarded, there was a wide variety of responses. The main ones received from teachers of the Educable Mentally Retarded were reading program, math curriculum, vocational training, scope sequence, P.E. program, language arts. Seventeen out of 36 teachers indicated that they followed a written curriculum guide. They vary considerably in the areas in which they follow that guide. Among those who do use a guide, seven use a guide prepared by others. Eighteen of thirty-four teachers responding and expressing an opinion indicated that state curriculum guidelines were generally adequate.

When asked if another model could serve Educable Mentally Retarded children, the primary model offered was a resource center. Administrators were the only respondents to this question.

The main difficulties in integrating Educable Mentally Retarded children with regular education classes are in regular classroom teachers' attitudes and their inability to accept the children and the fact that the children do not fit socially or academically.

The main needs for post-high school education of the Educable Mentally Retarded are in vocational training and counseling, and sheltered workshops.

Twenty-nine of the 36 teachers indicated that they were not engaged in any special education research project at the present time. 65% of the respondents indicated that there should be a central registry for Educable Mentally Retarded children.

Services which needed to be established for parents of Educable Mentally Retarded children were training programs and counseling programs.

Eight of fourteen parents replying indicated that they needed help and understanding in planning for their child. The types of help needed were vocational possibilities and instruction on the capabilities and limitations of the child. Seven of seventeen parents replying indicated that they participated in a parent group for handicapped children. The main reason they participate in this group is to become acquainted with the problems and solutions of other parents and to work with them on common problems, to increase their own education and to increase the education possibilities of their children. The main reason parents do not participate in parent groups is that such groups primarily contain parents of more severely retarded children.

Nine out of thirteen parents indicated that they were

satisfied with the programs that their children were in. The four that were dissatisfied felt: (1) the child was not progressing as well as she should scholastically; (2) the elementary program was not adequate; (3) the child got moved too much from school to school; (4) the child was not kept busy enough.

TRAINABLE MENTALLY RETARDED

77% of the respondents indicated that there were weaknesses or needs in the education of teachers of Trainable Mentally Retarded at the college preparation level. The main weaknesses indicated were a need for a training institution to take over the responsibility of training TMR teachers and to provide certification procedures. The second most important need was for more practicum.

There was general agreement that there was not a need for a different training program for preparing teachers at the primary, intermediate or secondary level.

58% of the respondents indicated that there was a major problem in obtaining qualified teachers, support personnel or supervisory personnel in the area of teaching the Trainable Mentally Retarded.

When asked what were the most important needs in the area of in-service training, respondents indicated three major needs: curriculum development, behavior modification, and methods and materials.

82% of those expressing an opinion indicated that certification was needed for teachers of the Trainable Mentally Retarded. Those who expressed this need indicated that teachers needed specialized knowledge and administrators needed to know whether these teachers had the necessary qualifications.

Six of the 14 teachers expressing an opinion indicated that they were dissatisfied with the identification procedure used for identifying children for special programs. The main elements which would have to be remediated in order to improve this identification procedure, as indicated by all respondents, were the elimination of red tape and the determination of the functional capabilities of the child, although there was a wide variety of answers without any clear pattern of commonality for this particular handicap.

When listing the vocational needs of the Trainable Mentally Retarded, the main replies given by the respondents indicated a need for sheltered workshops, work experience, vocational placement, and the furnishing of vocational skills.

All teachers and all parents of Trainable Mentally Retarded felt that in-school work experiences were needed for their children. All parents and all teachers but one who expressed an opinion felt that out-of-school work experiences were needed for their children. All parents and all teachers but two who expressed an opinion felt that students should receive pay for their work experience.

When asked about the present services and what areas needed change or expansion, the replies indicated a need for better facilities, vocational training, more personnel, and an expansion in work experience.

When asked what additional services were required that are not now available, the main replies for the Trainable Mentally Retarded were the need for the establishment of programs, a need for physical therapists, speech therapists, and the need for preschool or day care centers.

When asked what kind of handicapped children in the district are not placed in special programs which were in operation for that type of handicap, two superintendents in unified medium school districts indicated that there were 15 Trainable Mentally Retardates not in programs.

To improve follow-up evaluations, four respondents at the administrative level indicated that more personnel were needed to conduct evaluations.

When asked how many pupils in the special programs need a different type of special program, for the Trainable Mentally Retarded there seems to be a need for physical therapy, prevocational programs, and preschool day care programs.

67% of the respondents indicated a need for regional services. The major type of services desired were complete educational services, vocational training and consultant services.

When asked what the needs were in terms of satisfactory curriculum for Trainable Mentally Retarded, the main reply indicated a need for a curriculum guide. (It should be noted that since this questionnaire was administered a curriculum guide has been provided for the Trainable Mentally Retarded program.)

Only in rare instances is the Trainable Mentally Retarded child allowed to enroll in regular classes in the school district.

When asked what the main needs were for post-high school education for handicapped children, respondents indicated that the main needs for the Trainable Mentally Retarded were sheltered workshops and vocational training.

One out of 15 teachers of the Trainable Mentally Retarded is presently engaged in special education research projects.

72% of the respondents indicated a need for a central registry for Trainable Mentally Retarded children.

The main services needed for parents of Trainable Mentally Retarded children are training programs and counseling.

When parents were asked if they felt they needed help in understanding and planning for their child, eight of the nine parents queried indicated that they did need such help, and felt that the main types of help that they needed were methods to teach the child certain skills, vocational help, understanding the capabilities and limitations of the child, and help with behavior problems.

Eight of the nine parents questioned indicated that they did participate in a parent group for handicapped children. The main reasons given for participation was to become

acquainted with problems or solutions of other parents and to work with them on common problems and to increase their own education.

When asked if they were satisfied with the program that their child was in, seven of the eight parents replying indicated that they were satisfied. These came from a wide variety of programs. One parent who was dissatisfied felt that the program was good, but she did not believe she should have to pay tuition.

When asked if teachers of the Trainable Mentally Retarded knew how to design individual programs for individual children, six of the 14 teachers of the Trainable Mentally Retarded who expressed an opinion indicated that they felt that teachers do not know how to do this. When asked if teachers knew how to prepare an instruction series utilizing the programming of materials, nine of the 14 teachers expressing an opinion on this subject felt that teachers did not know how to do this.

SPEECH HANDICAP

51% of the respondents indicated that there were weaknesses in the education of special teachers at the college preparation level. When asked what these weaknesses were or how the weaknesses could be remediated, the main replies indicated that there was a need for more practicum experience and more language training.

Respondents did not believe that there was a need for a different training program for preparing teachers for primary, intermediate or secondary levels.

74% of those responding indicated that there was a need for speech correctionists to receive additional preparation in the diagnosis and the remediation of language problems. The additional type of training needed was primarily indicated as more practicum experience, language training, and diagnosis and identification training.

Fifty-six of the respondents indicated a need for training institutions in Oregon to modify existing programs for training Speech correctionists. The main changes desired were to modify curriculum which included a wide range of curriculum modifications and more practicum experience.

56% of the respondents indicated that they felt a need for speech correctionists to have a fifth year of preparation before they were employed. The majority of respondents who indicated this need felt that it should be used in practicum.

61% of the respondents indicated that there was no problem in obtaining qualified teachers, support personnel, and supervisory personnel in the area of the Speech Handicapped.

When asked what the most important needs were in the area of in-service training, the respondents indicated methods and materials, behavior modification, and supervision and administration for teachers of the handicapped.

58% of the respondents indicated that they felt there was no need to change the present certification procedures for teachers in the Speech Handicapped field.

Two-thirds of the speech correction teachers are satisfied with the identification and procedures used for identifying children for special programs.

When asked about vocational and prevocational training, the general consensus of the replies indicated that the main concern with Speech Handicapped children is that they be provided proper counseling so that they can cope with attitudes of other peoples towards them in the world.

Twelve of the 14 parents and 13 of the 22 speech correction teachers replying indicated that they felt in-school work experiences were needed. The same numbers replied that out-of-school work experiences are needed. Thirteen of the 14 parents and 15 of the 17 teachers felt that the students should receive pay for their work experience.

When asked about present services being offered and those areas that need change or expansion, the majority of respondents felt the need for more personnel to lower case loads.

When asked what additional services were required, a wide variety of answers were received; the main ones indicated that programs were needed, more personnel were needed, and preschool education was needed.

One-hundred and thirty-five children from five districts were identified as not being in special programs when those programs were available in the district.

To improve follow-up evaluation, the main concern was for more personnel. When asked if children in special programs needed a different type of program, the main replies came from 17 speech teachers who indicated that 240 children needed different programs. Such things as programs for the Deaf and Hard of Hearing, programs for preschoolers, language therapy programs, reading programs, counseling services, and programs for the Emotionally Disturbed were included.

One-hundred and twenty-one out of 130 respondents indicated that there was a need for speech correctionists to become involved with children who exhibit language problems in addition to Speech and Hearing problems.

69% of the respondents indicated that they felt there was no need for regional programs rather than separate programs in each school district.

When discussing curriculum needs, very few needs were expressed and of those voiced there were a wide variety of responses.

Only four out of 24 speech correction teachers follow a written curriculum guide. Of those wh do use the guide, one uses a self-prepared guide and three use a guide prepared by the state. Nine of 10 speech correction teachers replying indicated that the state curriculum guides were adequate.

When asked about post-high school education, the main needs for Speech Handicapped children were considered to be vocational training and continued speech training.

59% of those replying indicated that they felt that the

state should not designate a maximum weekly case load of speech cases for the therapist.

54% of those responding indicated that they felt there was a need for a central registry for Speech Handicapped children.

When asked what services needed to be established for parents of Speech Handicapped children, the majority of the respondents indicated that the parents needed a training program.

Two-thirds of the parents replying indicated that they did not feel they needed help in understanding and planning for their child. Only one out of 15 parents indicated that they participated in a parent group for handicapped children. Nine of these indicated that the reason they did not participate is because a parent group is not available.

Thirteen of the 14 parents indicated that they were satisfied with the program that their child was in. The one who was dissatisfied felt she was dissatisfied because the child had to wait so long before he was able to enter the first grade and that there was a lack of communication between the school and herself and that the teacher did not have all the background material necessary.

MULTIPLE HANDICAPPED

68% of the respondents indicated that there were needs or weaknesses in the education of special teachers at the college preparation level in the area of teachers of the Multiple Handicapped. The majority of respondents indicated that there was a need for such a program.

The respondents indicated that there was no need for a different training program for preparing teachers for primary, intermediate, and secondary levels.

61% of the respondents indicated that there was a major problem in obtaining qualified teachers, support personnel and supervisory personnel in the area of the teaching of the Multiple Handicapped.

74% of those responding indicated that there was a requirement for teachers of the Multiple Handicapped to have certification requirements. They felt that there was this need because this is a specialized area and administrators must be assured that the teachers have the necessary qualifications.

When asked about additional services relative to the Multiple Handicapped, relatively few replies were received and these showed no commonality.

77% of the respondents indicated that the Multiple Handicapped population could best be served by a regional program rather than having separate programs in the school district. They indicated that these services should be for small districts who cannot provide services and that they should provide complete educational services with some emphasis on diagnosis and evaluation.

When considering educational models other than specialized classes for the Multiple Handicapped, resource centers and team teaching received the most responses.

74% of the respondents felt there was a need for a central registry for Multiple Handicapped children.

When asked what services need to be established with parents of Multiple Handicapped children, the majority of the respondents indicated training programs.

When asked how many Extreme Learning Problem cases seen were Multiple Handicapped cases, 42 administrators indicated they did not know and the remainder of the replies indicated a wide variance.

Criteria used to define or establish the child who is Multiple Handicapped are primarily medical evaluation, visual inspection or educational and psychological tests.

Twenty-six of the 33 respondents indicated they use their own staff in defining Multiple Handicaps, and these personnel are primarily special education personnel, psychologists, counselors, and speech therapists. The majority of the respondents indicated that they often use outside resources for help in defining the Multiple Handicapped child, and these resources are of a wide variety, but primarily Crippled Children's Division at the University of Oregon Medical School, local medical personnel, county health departments, and mental health facilities.

In the majority of cases if the Multiple Handicapped child is denied admission to school, the child is referred to other agencies or is provided home instruction.

89% of the respondents indicated that there were limitations and deficiencies in their existing services for Multiple Handicapped children. The main deficiencies listed were lack of finances, which prevented the district from having adequate staffing and facilities, and also a lack of enough students to establish a special program.

The necessity for adequate staffing, facilities and staff training is brought out in a number of questions.

PHYSICALLY HANDICAPPED

51% of the respondents indicated that there were no weaknesses or needs in the education of teachers of the Physically Handicapped at the college preparation level. Those who expressed the opinion that there were needs indicated that regular classroom teachers need training in handling the Physically Handicapped and that special class teachers need training in dealing with functional learning disabilities and more practicum experience.

The respondents indicated that there was not a need for different training programs for preparing teachers at the primary, intermediate, or secondary levels.

73% of the respondents indicated that there was no major problem in obtaining qualified teachers, support personnel, or supervisory personnel.

The most important needs in the area of in-service training were in the areas of methods and materials, curriculum development, work study.

52% of the respondents indicated that there was no need to change present certification procedures for teachers in

the field of teaching the Physically Handicapped. However, it is interesting to note that three of the four teachers of the Physically Handicapped and eight of the 12 professors of higher education felt that there was such a need. However, when questionned about what those changes should be, a wide variety of answers were offered, and no commonality could be determined.

All teachers of the Physically Handicapped are satisfied with the identification procedures used for identifying children for special programs.

In the area of vocational and prevocational training, the major needs are better methods and materials for teaching these children, better facilities, and better vocational placement.

All parents of the Physically Handicapped and three of the four teachers of the Physically Handicapped felt that in-school work experiences are needed. Eight out of nine parents and all teachers expressing an opinion indicated that out-of-school experiences are needed for Physically Handicapped children. All parents and three out of four teachers felt that the students should receive pay for their work experience.

Of the present services offered, those needing change or expansion are primarily vocational training. The respondents also indicated that their program needed general improvement without specifying what those improvements were.

As to additional services needed in the area of the Physically Handicapped, the major need was the establishment of programs.

When asked if students should be in different types of special programs, four teachers indicated that they had children that should be. According to the teachers, the majority whom they specified should be in programs for the Mentally Retarded.

56% of the respondents indicated that services could best be provided by a regional program rather than having separate programs in each school district. They indicated that these regional services should provide complete educational services.

64% of the respondents indicated that there was a need for a person at the Intermediate Education District level for the purpose of supervising educational programs for Physically Handicapped students in schools. However, 50% of the persons indicated that they did not think there was need for a person at the Intermediate Education District level for the purposes of serving as home instructor when warranted. Also, 50% of the respondents indicated no need for a person at the Intermediate Education District level for the purposes of supervising programs of home instruction.

As to needs in curriculum, two teachers indicated they needed assistance in all academic areas and one indicated she needed help in mathematics and science. Three of the four teachers indicated that they follow a written curriculum guide. This curriculum guide in all cases was prepared by the district. Only one of the four teachers indicated that the state curriculum guidelines were adequate. The other three did not know.

There was no agreement as to another special education model for the Physically Handicapped although more respondents than any other indicated a regular vocational high school program was needed.

In general, it seemed to be possible for Physically Handicapped children to enroll in regular classes.

68% of the respondents indicated that there was a need for a central registry of Physically Handicapped children.

When asked what services are needed for parents of the Physically Handicapped children, the majority of respondents indicated that a training program was required.

Seven of eight parents queried felt that they needed help in understanding and planning for their child. A wide variety of help was needed and the only commonality expressed was in the area of vocational help.

Six of the eight parents responding indicated that they did participate in a parent group for parents of handicapped children. The main reason for this participation was to become acquainted with problems or solutions of other parents and work with them on common problems. The main reason the parents did not participate was that a parent group was not available.

Of the eight parents replying, six were satisfied with the programs that their children were in. One was dissatisfied with a regular classroom teacher and one was dissatisfied with Holiday Center.

GIFTED

66% of the respondents indicated that there was a need or a weakness in the education in teachers of the Gifted at the college preparation level. The main need expressed was that training programs need to be inaugurated.

The majority of respondents indicated that there was no need for a different training program for preparing teachers for primary, secondary or intermediate levels.

54% of the respondents indicated that there was no problem in obtaining qualified teachers, support personnel, or supervisory personnel in the area of the teaching of the Gifted.

The most important needs in the area of in-service training were in curriculum development and methods and materials.

52% of the respondents indicated that they did not feel that certification requirements were needed for teachers of the Gifted. The majority expressing this need felt that regular classroom teachers could handle this situation.

50% of the teachers of the Gifted replying indicated that they were satisifed with the identification procedures for identifying Gifted children. When those who were dissatisfied were asked how to improve this identification, they indicated a need for better measurement instruments.

All parents responding and 50% of the teachers indicated that they felt in-school work experience was needed for

Gifted children. All parents of the Gifted and two out of three teachers responding felt that out-of-school work experience was needed for Gifted children. All respondents indicated that they felt the children should receive pay for this work experience.

When asked about needs for change or expansion in present services, little commonality could be discerned, although many expressed a need to expand the program to the junior high and high school levels and a need for better materials.

When queried about what additional services were required, the majority of the respondents indicated a need for the establishment of a program.

When asked about the need for a different program than that presently offered, all four teachers replying indicated that the children needed different programs and these were primarily of a curriculum nature.

77% of the respondents felt that there was no need for a regional program in lieu of separate programs in each school district for the Gifted.

No commonality could be ascertained relative to curriculum needs.

None of the teachers of the Gifted followed a written curriculum guide. 50% of the teachers replying indicated that the state curriculum guidelines are adequate.

When asked for a different educational model, the majority of respondents indicated that a resource center would be the best alternate model.

73% of the respondents indicated that there was a need for a central registry of Gifted children.

The majority of respondents indicated that parents of the Gifted did need a training program and did need counseling.

Two out of the three parents of the Gifted responding indicated that they did not need help in understanding and planning for their child.

Two of the three parents responding indicated that they did participate in a parent group. The main reason for participation was to become acquainted with problems or solutions of other parents and work with them on common problems. The main reason for not participating in a parent group was because the parent did not feel they had a handicapped child.

All parents were satisfied with the program in which their children were enrolled.

EMOTIONALLY DISTURBED

84% of the respondents indicated that there were weaknesses or needs in the education of teachers of the Emotionally Disturbed at the college preparation level. The main need was the need for establishment of a training program.

Approximately 50% of the respondents indicated that there was a need for a different training program for preparing teachers at the primary, intermediate or secondary levels.

78% of the respondents indicated that there was a major problem in obtaining qualified teachers, support personnel and supervisory personnel to teach the Emotionally Disturbed.

The most important needs in the area of in-service training was in methods and materials and behavior modification.

89% of the respondents indicated that certification requirements are needed for teachers of the Emotionally Disturbed. The reason given for this need is that the area requires specialized complex training and that administrators must be able to identify those people who are capable of working with Emotionally Disturbed children.

Two out of the three teachers were generally satisfied with the procedures for identification of children for classes for the Emotionally Disturbed. However, when queried as to how identification procedures could be improved, the majority of respondents of all categories indicated that there was a need for earlier identification.

Relative to vocational and prevocational training, prevocational and vocational programs are needed. However, the sample of replies is small and must be considered accordingly. Further probing is probably indicated.

All parents and all teachers responding indicated that in-school work experiences are needed for Emotionally Disturbed children. All parents and all teachers responding indicated out-of-school work experiences are needed for Emotionally Disturbed children. Five out of six parents and all teachers indicated that students should receive pay for their work experience.

When asked about change or expansion of present services, there was little commonality of replies for the Emotionally Disturbed, although the needs cited more often than any others were for better facilities, the need to serve more students, the need to improve identification procedures, and the need for psychologists.

When asked what additional services are required, the vast majority of respondents said programs needed to be established.

More than 109 children were identified as not being placed in special programs which are presently in operation for Emotionally Disturbed children. These were identified by 10 different respondents.

An examination of the replies listed for other types of handicaps, especially Educable Mentally Retarded, indicated that teachers and administrators felt that a number of the students needed to be placed in Emotionally Disturbed programs.

62% of the respondents indicated that services for the Emotionally Disturbed could best be provided on a regional basis rather than having separate programs for each school district. These regional programs would provide complete educational services.

When asked about needs in the area of curriculum, the main complaint was a shortage of materials and a need for a

greater variety of materials.

Two of the three teachers responding indicated they did not follow a written curriculum guide. Yet, when queried further about the utilization of curriculum guides, it turned out that each of the teachers did use a curriculum guide, one prepared by herself, one prepared by a state, and one prepared by a publisher of materials.

When asked about state curriculum guidelines, one teacher felt they were adequate, one felt they were inadequate and one did not know. Two of the three teachers felt that the state should offer a scope and sequence guideline.

When asked about another model other than special classes, the majority of respondents indicated that a resource center would be the best method.

When asked about the needs for post-high school education for Emotionally Disturbed children, the main needs listed were for vocational training, vocational counseling and placement, although university training and any type of post-school training was considered desirable.

56% of those expressing an opinion believed there was a need for a central registry.

When asked about services that need to be established with parents of Emotionally Disturbed children, the majority of respondents indicated that the parents needed training programs.

Four of the six parents responding indicated that they did not need help in understanding and planning for the Emotionally Disturbed child.

Four of the six parents replied and indicated that they did not participate in a parent group. The main reason that they did not participate is that they chose not to belong, were never asked to belong, or one was not available.

When asked if they were satisfied with the programs their children were in, of the four responding, two indicated they were dissatisfied – one because she felt the child needed more outside activity or association and contact with more people in the teaching field, and the other felt that the teacher did not get her child to do more work.

EXTREME LEARNING PROBLEMS

81% of those replying indicated that they felt there was a need or weakness in the education of teachers of Extreme Learning Problems at the college preparation level. More training and more practicum experience were the main needs expressed.

In general, there was a belief that there was no need for a different training program for preparing teachers at the primary, intermediate or secondary levels.

89% of the respondents indicated that even with better regular classroom teacher training, Extreme Learning Problem teachers could not be eliminated.

56% of the respondents indicated that there was a major problem in obtaining qualified teachers, support personnel or supervisory personnel to teach in the area of Extreme Learning Problems.

The major needs for in-service training for Extreme Learning Problem personnel are in the areas of methods and materials, behavior modification, and curriculum development.

54% of the respondents indicated that there was a need to change present certification procedures for Extreme Learning Problem teachers. It is interesting to note that this is the only teacher area where the majority felt there should be a change in the present certification procedures. However, there was such a wide variety of replies indicating the type of change needed that there is a probable requirement for more probing. The one area of consensus seemed to be a need for more practicum.

Seven out of 12 teachers were satsified with the identification procedure used for identifying Extreme Learning Problem children. When all respondents were queried about what might improve identification procedures, the majority indicated earlier identification and better identification instruments. However, teachers and Directors of Special Education did not indicate a need for earlier identification.

The main need in the area of vocational training for Extreme Learning Problem children is prevocational training.

All of the parents and 10 out of 11 teachers indicated that in-school work experiences are needed. Seven out of eight parents and 10 out of 11 teachers indicated that out-of-school work experiences are needed. Six out of seven parents and seven out of 10 teachers indicated that students should receive pay for their work experience.

When asked about present services and those areas that need change or expansion, the main areas mentioned were identification of children needing improvement, the need for more services, and the need for more personnel.

When asked what additional services are required that are not now available, the need for programs was cited more often than any other.

When asked what additional procedures were necessary to improve follow-up evaluation, the main needs were more personnel to conduct evaluation and additional psychological testing.

Although a number of respondents indicated a need for children having a type of special program, an analysis of the programs desired indicated no consensus but indicated minor modifications of the present ELP program.

74% of the respondents indicated that there was a need for distinguishing between remedial reading and Extreme Learning Problems. Yet, when asked to make a distinction between remedial reading and Extreme Learning Problems, there was a wide variety of answers which indicated very clearly the confusion that is presently existing in this area.

When asked at what age should school-based Extreme Learning Problems services begin, the majority of respondents indicated that they should either begin at kindergarten

or first grade. There is an indication from the replies that theoretically the services should begin even earlier. However, the practicalities of the situation may preclude services by personnel to cope with children at age four and below.

62% of the respondents indicated that regional services would not be better than separate programs in each school district.

When asked what the needs are in terms of satisfactory curriculum, the main need cited was more materials.

Eleven out of 14 teachers indicated they did not follow a written curriculum guide.

Six out of 14 teachers indicated that the curriculum guidelines are generally adequate, four indicated they were inadequate, and four indicated they did not know.

When asked about a different special education model, the majority of the respondents indicated that the Extreme Learning Problem children could be best served by a resource center.

The main difficulties in integrating Extreme Learning Problem children with regular education classes seemed to be the inability for the regular classroom teacher to provide individual programs for the students.

When asked about post-high school education for Extreme Learning Problem children, there is little commonality of replies with the respondents indicating vocational training, post-high school training with special facilities and community college training as the primary areas.

52% of the respondents indicated that a central registry of Extreme Learning Problem children was needed.

When asked what services need to be established with parents of Extreme Learning Problem children, the main reply indicated training programs.

Four out of seven parents replying felt they needed help in understanding and planning for their child. The main need was how to teach the child certain skills.

None of the parents participated in a parent group. The main reasons were they chose not to belong to one, a parent group was not available, or their refusal to say that they had a handicapped child.

All parents indicated that they were satisfied with the Extreme Learning Problem program in which their child was enrolled.

Appendix C

NEEDS STUDY

SUMMARY BY

SUBJECT AREAS

PERSONNEL

Manpower

The major Manpower needs are teachers, support personnel, and supervisory personnel in the area of Emotionally Disturbed. There also are needs for teachers of the Deaf, the Trainable Mentally Retarded, Extreme Learning Problems, and Multiple Handicapped.

The state district joint scholarship was considered effective in assisting local school districts to recruit competent teachers of the Educable Mentally Retarded. The scholarship was needed at both the basic norm preparation level and the standard norm preparation level.

To assist local school districts in the recruitment of competent special education personnel, the majority felt that financial assistance was needed, primarily in the form of scholarship money, differential pay scale schedule, and a realistic matching of funds by the state for special education.

84% of the respondents indicated a need for school psychologists in the school district. The primary reason given for needing this school psychologist was for the diagnosis and evaluation of students and their programs. The three most important other needs for the psychologist, listed in the order of preference were: (1) to counsel parents and teachers; (2) to handle severe personality deviations and emotional problems in children; (3) to provide guidance and counseling of a student and prescribe programs for him.

77% of the respondents indicated a need for a social worker in the school district. The main reason for needing the social worker was to improve communications with parents and to conduct home visitations. The second most prevalent need for the social worker was to provide improved parent counseling and to provide social services and/or assist in family problems.

There was need expressed by most administrators and teachers for aides, volunteers, para-professionals, and to a lesser extent, physical therapists, occupational therapists and speech therapists. All categories of respondents with the exception of teachers of the Gifted and teachers of the Emotionally Disturbed agreed that the auxiliary personnel whom they now have were effective.

Teacher Training

When asked whether there are any weaknesses or needs in the education of special teachers at the college preparation level, the majority of respondents indicated that there were some needs in the training of all special teachers except teachers of the Physically Handicapped. Percentage wise, it seemed that teachers of the Trainable Mentally Retarded, Emotionally Disturbed, Extreme Learning Problems, Gifted and Multiple Handicapped had the greatest deficiencies in that order. The other handicapping conditions indicated less need in the education of the special teachers. Among the teachers of the Deaf and the Hard of Hearing, no specific needs could be singled out. The greatest need in the training of teachers of the Visually Handicapped is in the area of identification and diagnosis. Among teachers of the Mentally Retarded the greatest need is more practicum. For the Trainable Mentally Retarded the greatest need expressed was the need for a training institution and certification procedures. The greatest need expressed for Speech teachers was more practicum experience. In the areas of the Gifted, Emotionally Disturbed, Multiple Handicapped the general consensus seemed to be that a training program needed to be inaugurated. For teachers of Extreme Learning Problem children more training was indicated as the primary need, closely followed by more practicum experience. Two other areas which were indicated as having needs in teacher training were for teachers of slow learners and for preschool handicapped children.

There was general agreement except by higher education professors and teachers of the Deaf that teachers of the Deaf were well enough prepared to develop means of communication in Deaf children. The opinion was almost equally divided as to whether or not teachers of the Deaf had been given adequate opportunities for practice teaching as students. The majority of personnel indicated that the supervision of practice teaching programs for the Deaf had been satisfactory although teachers of the Deaf, principals, and superintendents indicated generally that they felt it was unsatisfactory. Professors of higher education, however, felt that their supervision had been adequate.

Opinion was divided as to whether or not the present training programs were adequate to prepare teachers to work with the Hard of Hearing.

74% of respondents expressing an opinion indicated that speech correctionists need to receive additional preparation in the diagnosis and the remediation of language problems. The training needed was more practicum experience and more language training. When questioned as to whether or not there was a need for training institutions in Oregon to

modify existing programs for training speech correctionists, 56% expressing an opinion indicated that there was such a need. This need was in the area of curriculum and more practicum experience. When asked whether or not there was a need for a fifth year of preparation for a speech correctionist before they became employed, 57% expressing an opinion indicated that there was such a need although professors of higher education opposed such a fifth year of training. The majority of respondents who favored this fifth year felt they needed this fifth year for practicum experience.

78% expressing an opinion indicated that high school teachers of the Educable Mentally Retarded needed training in vocational education. However, professors of higher education did not perceive this as a need. The specific type of training needed was a general knowledge of occupations and a knowledge of jobs in the community.

There was a belief by superintendents and principals that there should be a different training program for preparing teachers at the primary, intermediate, and secondary levels. Teachers and directors of special education, however, felt that a differentiated program was not necessary.

There was almost unanimity about the need for regular classroom teachers being trained to cope with children who have handicapping conditions. When asked if better regular classroom teacher training would do away with the need for Extreme Learning Problem teachers, 83% of respondents indicated that it would not.

In-service Training

In the area of in-service training, methods and materials were found to be the subject areas most appropriate for in-service training of the teachers of the Deaf, Hard of Hearing, Visually Handicapped, Educable Mentally Retarded, Extreme Learning Problems, Speech Handicapped, Physically Handicapped, Emotionally Disturbed and regular teachers for learning disabilities. Curriculum development was also considered to be an important subject for teachers of the Deaf, the Hard of Hearing, the Educable Mentally Retarded, the Multiple Handicapped, the Trainable Mentally Retarded, the Gifted and to a lesser extent for Extreme Learning Problems teachers and regular teachers for learning disabilities. Behavior modification was the third area considered appropriate for in-service training for teachers of the Educable Mentally Retarded, Trainable Mentally Retarded, Extreme Learning Problems, Speech Handicapped, Emotionally Disturbed, and regular teachers of learning disabilities.

Directors of special education primarily depend upon all three sources – college courses, professional groups, and literature – to update their knowledge and skills. They feel a need for some sort of abstract bulletin or cassette tapes from a central information agency or from the Oregon Board of Education delivered weekly together with in-service seminars and workshops as ways in which they could keep up to date in their field.

Certification of Teachers

Regarding present certification procedures, in only one instance did the majority of respondents indicate that present certification procedures should be changed – for teachers of Extreme Learning Problems.

80% of respondents expressing an opinion felt that certification requirements were needed for teachers of the Hard of Hearing. The main reasons they felt these certification requirements were needed were: (1) Special knowledge is required to teach these children and (2) certification would assist the screening of job applicants and potential teachers.

82% of respondents expressing an opinion indicated that they felt there was a need for certification requirements for teachers of the Trainable Mentally Retarded. The main reason for indicating that such certification was needed was that teachers needed special training. They needed to know what was required in the field so that they could advance in the field and administrators needed to know whether teachers have the necessary qualifications.

74% of respondents expressing an opinion indicated that certification requirements were needed for teachers of the Multiple Handicapped, for they felt that this was a special area and that specialized training is required and that administrators must be sure that the teachers have this training.

There was almost unanimity regarding the need for certification requirements for teachers of the Emotionally Disturbed. The main reasons given for this need was that it was a specialized area which requires specialized complex training, and that there was an administrative requirement of being able to identify people who were capable of working with Emotionally Disturbed children.

51% of respondents expressing an opinion indicated that certification requirements were not needed for teachers of the Gifted.

Other areas pinpointed for certification were preschool teachers, teachers of the slow learners, and teachers of the culturally disadvantaged.

STUDENTS

Identification and Certification of Children

54% of those expressing an opinion indicated that they were dissatisfied with the present method of identifying and labeling children. When asked to give the main information needed to improve identification procedures in each handicapped area, the replies were as follows: Deaf and Hard of Hearing – regular classroom teachers need to be able to recognize them. Visually Handicapped – regular classroom teachers need training to determine the child's educational capabilities in lieu of vision loss. Educable Mentally Retarded – better diagnostic instruments. Trainable Mentally Retarded – early identification and education; determine the functional capabilities; eliminate red tape; the particular behavior must be specified and the child

should not be categorized. Emotionally Disturbed and Extreme Learning Problem – earlier identification.

The majority of the respondents indicated that a physical examination, consisting of primarily audiological and visual tests, was absolutely necessary in identifying the educational needs of preschool children.

The majority of the respondents indicated that psychological evaluations, medical evaluations, and educational testing were necessary to support their special education program.

75% of those expressing an opinion supported the idea of purchasing psychological evaluation, medical evaluation, and educational evaluation with present state reimbursement funds. 74% of respondents expressing an opinion indicated that they would use centralized diagnostic and evaluation agencies if they were available and if fees were charged.

The majority of respondents indicated that follow-up of evaluations were conducted, but that to improve these follow-up evaluations, more personnel were needed to conduct the evaluations.

The identification of multiple handicapped children is primarily made by medical evaluations and by the utilization of the district's own staff, although outside agencies are frequently used in this identification.

Categorization and Labeling

56% of the respondents indicated a desire to change the labels assigned to handicapped conditions. When asked to indicate the type of change desired, there was little general agreement, although the replies could be generally categorized into: (1) no labels for anyone; (2) labels for the Mentally Retarded should be changed so that the term retarded or mentally should not be included; and (3) labeling should be done to identify needs or functional behavior rather than a medical condition or diagnosis. No specific suggestions were rendered as to how the latter might be implemented.

PRESENT SERVICES

General

What areas need a change or expansion among those present services being offered by handicapping conditions? The replies were as follows:

Deaf, Hard of Hearing–vocational programs

Visually Handicapped–preschool services, facilities, parent education, vocational program

Educable Mentally Retarded–work experience, vocational program, more students in need of services

Trainable Mentally Retarded–better facilities, vocational training, and more personnel

Speech Handicapped–more personnel needed to lower case loads

Multiple Handicapped–vocational training and general improvement of program

Gifted–expand program to junior high and senior high and provide better materials

Emotionally Disturbed–provide better facilities, improve identification, and serve more children

Extreme Learning Problems–identification of children needs improvement

When asked what additional services are required that they do not now have, the following replies were received:

Deaf, Hard of Hearing–more classes to serve more students and additional vocational programs

Visually Handicapped–vocational programs and coordination between agencies

Educable Mentally Retarded–vocational services

Trainable Mentally Retarded–program needs to be established

Speech–more personnel

Multiple Handicapped–coordination between agencies

Physically Handicapped–program is needed

Gifted–program needed

Emotionally Disturbed–program needed

Extreme Learning Problems–program needed

When asked if handicapped children in the district were not placed in special programs in operation for that type of handicap, a wide variety of answers were received and no pattern indicating a major need could be discerned.

There was also a considerably wide variation in the number of children who were not now in schools and were in need of receiving special services. Regarding the latter, it appeared that the administrators did not have an accurate fix on the number of those requiring such services. When asked if children needed to be in a program different than that in which they were presently placed, again there was a wide variety of replies although the greatest number of children designated as needing a different program were Educable Mentally Retarded.

When asked under what conditions could a child be

more adequately served in a residential school program than in a day school program, there was general agreement that a residential school program was preferred when the home situation is such that the parents cannot handle the child, or if there is need for a better environmental situation. Approximately one-third of the respondents indicated that the children they were serving could more adequately be served in a residential school setting.

When asked about how relationships between institutions (residential programs) and school districts could be improved, the general consensus was that better communications between the two agencies are needed.

When asked about matters which were not discussed thoroughly in the questionnaire, the vast majority of respondents indicated that there was a need for more finances. The next order of priorities indicated a need for a program for parents, better communications with other agencies, better communication between disciplines in special education, and more personnel. The lower order of needs, but ones which were mentioned frequently enough to be reiterated in this summary were: too much red tape, more adequate space, better public relations, better special education teacher training, early education for day care programs, and better programs for the Emotionally Disturbed.

When parents were questioned about whether or not they were satisfied or dissatisfied with the program that their child was in, the majority of parents of all handicapping conditions except Visually Handicapped indicated that they were satisfied with the programs. In each of the categories except Visually Handicapped there was usually one or two parents who were dissatisfied. Among the Visually Handicapped parents, three of the five indicated that they were dissatisfied with the program.

When asked this question: "Considering all the children for which special programs are available, do you have any children in your area who need such services, but were not eligible for any of the handicap programs?", 85% of those expressing an opinion indicated that there were such children.

85% expressing an opinion indicated that there were limitations or deficiencies in their existing services for Multiple Handicapped children. The main reason for the deficiencies in these services is the lack of finances which causes lack of staff and facilities. If the Multiple Handicapped child is denied admission, the most common action is referral to other agencies. The majority of respondents indicated that the unmet needs should be financed through state funds.

The major need for the unwed pregnant girls program was money for either Federally funded summer programs or transportation. In one area there was need to combine the program with girls who are alienated.

Curriculum

More than 90% of the respondents indicated that speech correctionists should become involved with children who exhibit language problems in addition to speech and hearing problems.

Slightly more than 50% of the respondents indicated that inadequate emphasis is being placed on secondary prevention of hearing impairment. They indicated that the primary way to overcome this inadequate emphasis was in more training. More than 50% of the respondents indicated that inadequate emphasis was being placed on primary prevention of hearing impairments, such as innoculations and education of the public. The primary solution to this problem is the improvement of public education and information.

The sharing of audiometric results with proper personnel in the school district, follow-up programs based upon these audiometric tests, and training the child to use hearing aids is considered to be adequate by approximately 90% of the respondents.

72% of the respondents expressing an opinion indicated that there is a need for distinction between remedial reading and Extreme Learning Problems; and yet when asked to make this distinction, the replies indicated general confusion and lack of agreement about the distinction.

The majority of respondents indicated that school-based extreme learning services should begin at either age five or six.

When teachers were queried as to what their needs were in terms of a satisfactory curriculum for handicapped students, the variety of answers indicated no consensus about needs.

When asked if teachers followed a written curriculum guide or not, the majority of teachers in each handicap, except Physically Handicapped, indicated that they did not.

The majority of respondents indicated that state curriculum guidelines were generally adequate.

In general, two-thirds of the respondents indicated that the state should offer a scope and sequence guideline. The majority of respondents indicated that the scope and sequence guidelines should be available in all areas.

When asked if pupils needing special help could be served in a better way through a new program design other than the present reimbursed special class structure, slightly less than 50% of the respondents indicated yes, and the most popular alternate model was a resource room for all handicapping conditions.

More than 90% of the respondents indicated that there was an opportunity for the handicapped child to enroll in the regular class and indicated that this was primarily based upon physical and mental ability. When asked what the main problem was in integrating, the overwhelming majority indicated that it was the classroom teacher's attitudes and inability to accept the handicapped children. Yet almost 90% of the respondents indicated that teachers of the handicapped are working with classroom teachers on a consulting basis in planning programs for children.

When asked if teachers of the handicapped know how to

design individual programs for children, 74% of those expressing an opinion indicated that teachers did know how to do this, although 37.8% of Educable Mentally Retarded teachers report that teachers of the handicapped do not know how to design individual programs and 40% of the teachers of the Trainable Mentally Retarded report this fact, indicating a probable training deficiency in these areas.

When asked whether teachers of the handicapped know how to prepare an instructional series, 71% of the respondents indicated that they felt they did know how. However, 29.4% of the teachers indicated that they felt teachers did not have this capability. Teachers of the Deaf, Educable Mentally Retarded and the Trainable Mentally Retarded were the majority of the teachers indicating this lack.

Preschool

50% of the respondents indicated that they were providing preschool or kindergarten services. Of those offering preschool services 78% felt that the preschool services should be expanded. Expansion should extend primarily to more handicapping conditions. 82% of those who do not have preschool services felt that they should have them. The majority of the respondents indicated that all handicapping conditions should be included in these services. The main difficulty of establishing these services or expanding existing services was finances. Another major consideration was personnel to staff the school.

Vocational and Prevocational

When listing the vocational and prevocational needs for handicapped children, the following main needs were listed:

Deaf and Hard of Hearing–vocational counseling

Visually Handicapped–vocational counseling

Educable Mentally Retarded–vocational training, vocational placement and work experiences

Trainable Mentally Retarded–sheltered workshop and work experience

Speech Handicapped–vocational counseling

Physically Handicapped–better methods and materials for teaching

Emotionally Disturbed–prevocational training and the need for vocational programs

Extreme Learning Problems–prevocational training

The replies received relative to the Educable Mentally Retarded and the Trainable Mentally Retarded indicated that Vocational and Prevocational training was one of the major needs in the state.

There was almost unanimous agreement that in-school work experiences are needed for handicapped students and that these work experiences should be geared to the individual student so that he can achieve success in them. The work experiences should provide adequate work habits and stress realistic job placement.

It was also almost unanimous that out-of-school work experiences are needed for handicapped children, and that these work experiences could be of any type as long as they would be within the capabilities of the individual and would allow the individual to have some success in a work situation. There was almost unanimous agreement that students should receive pay for their work experience.

Relative to the Division of Vocational Rehabilitation Cooperative Agreement and whether or not it offers adequate assistance to the work experience program, 55% of those expressing an opinion indicated that the agreement does offer adequate assistance.

The major improvements needed in the Division of Vocational Rehabilitation Agreement to assist in the work experience program was more money for the Division of Vocational Rehabilitation and more personnel in the Division of Vocational Rehabilitation who are familiar or concerned about the schools' problem.

The types of curriculum planning needed in relation to vocational education is primarily an interdisciplinary, interagency, and interlevel cooperative planning effort. The curriculum should also be based on broad work skills, habits, and attitudes. However, when asked if they engage in curriculum planning concerned with vocational education, 59% of the respondents indicated that they did not engage in any such curriculum planning.

Questioned as to post-high school education required, answers by handicapped areas were as follows:

Deaf/Hard of Hearing, Visually Handicapped, Educable Mentally Retarded, Speech Handicapped, Physically Handicapped, Multiple Handicapped, Emotionally Disturbed, and Extreme Learning Problems – vocational training; Trainable Retarded – sheltered workshops; Emotionally Disturbed – vocational counseling and placement.

INTERAGENCY COOPERATION

General

Replies received indicated a large degree of interagency cooperation; health departments, welfare agencies, mental health agencies, and University of Oregon Medical School with related activities provide the most services to school districts. The majority of the respondents indicated good cooperation from all agencies although a number singled out the health departments in their area as being the most cooperative. A scattering of replies indicating no trend was received when respondents were asked from which agencies they have the least cooperation.

The majority of respondents indicated that they would

favor purchasing psychological evaluations, clinical evaluations, and educational evaluations with the present state reimbursement funds, and that they would use centralized diagnostic and evaluation agencies if they were available and if fees were charged.

Regional Services

Information about audiometric results obtained by the State Board of Health is shared with Special Education in local school districts, according to 77% of respondents.

When asked about a need for regional services, the majority of the respondents indicated such a need for the following handicapping conditions: Deaf – Hard of Hearing, Visually Handicapped, Trainable Mentally Retarded, Multiple Handicapped, Physically Handicapped, and Emotionally Disturbed. Regional services were not recommended for the Educable Mentally Retarded, the Speech Handicapped, the Gifted, and children with Extreme Learning Problems. The following were the regional services recommended:

> Deaf, Visually Handicapped, Trainable Retarded, Multiple Handicapped and Emotionally Disturbed – complete educational services
>
> Educable Mentally Retarded, Speech Handicapped, Gifted, and Extreme Learning Problems – consultant services

It is obvious from the replies that for those handicapping conditions where the majority indicated that there should be regional services the services desired were complete educational facilities for the handicapping conditions. In those instances where the majority did not favor regional services, those who did favor such services desired consultant services only.

By almost a two to one margin, respondents indicated that regional services should be organized so as to provide for all handicaps rather than for each handicap.

64% of the respondents indicated that there was a need for a person at the IED for purposes of supervising educational programs for Physically Handicapped students in schools. However, opinion was split as to whether or not there was a need for a person at the IED for purposes of serving as home instructor when warranted or for purposes of providing programs of home instruction.

Central Registry

The majority of respondents indicated that a central registry was needed for each of the handicapping conditions. The major reason for this need was to identify the child and allow him to receive proper and continuous services.

There was almost unanimous agreement that the central registry of preschool Deaf children compiled by the Oregon Cooperative Council was helpful to agencies serving Hard of Hearing children.

Supervision and Higher Echelon

54% of those expressing an opinion indicated there were no special needs in the area of supervisory support at the local, state or regional levels. Those who indicated that there were needs said that at all three levels the primary need was a lack of trained supervisors.

Respondents almost overwhelmingly agreed that overall purposes, objectives and goals should be stated by the Oregon Board of Education for Special Programs.

The majority of the respondents indicated that the state should provide all of the following services: program evaluation, curriculum development, materials and methods, in-service, supervision, and consultant services. The one single service cited more than any other that the state could provide was program evaluation.

59% of the respondents indicated that the state should not designate the maximum weekly case load of speech cases for speech therapists.

Special Education Instructional Materials Center

61% of the respondents indicated that they did make use of the Special Education Instructional Materials Center at the University of Oregon. When asked what changes should be made in the center to make it more useful, the majority of the respondents indicated that the materials needed to be more accessible. There was also an indication of a lack of understanding as to the functioning of the instructional materials center, thus indicating a need for better publicity. In addition there was some indication of a need for better materials and cataloguing.

In those areas where regional instructional materials centers have been established approximately two-thirds of the respondents indicated that the local center was adequate. Those who felt that the center was inadequate did so because they felt the materials were inaccessible or inadequate. Although 71% indicated that the local instructional materials centers were used frequently, the reason given for those not using the center frequently was the inaccessibility of materials. However, when asked whether a regional instructional materials center should be established in their area, only 42% indicated that such a center should be established.

Federal Financing

59% of the respondents were familiar with Federal monies available although two-thirds of the teachers indicated that they were unfamiliar with such monies.

84% of the respondents indicated that they used Federal support in a wide variety of projects.

When questioned about what difficulties they were experiencing with Federal support projects or monies, most of the respondents indicated that the notice of funding was received too late for adequate planning for staffing. The next highest number of replies indicated insufficient money

is being granted and paperwork is too complex.

When those who had never applied for Federal support were asked why they did not do so, the main answer given was that the application of such monies was not a function of their position but was handled by the central office.

When asked what their major needs were in the general area of Federal programming, the main replies indicated that they needed money to pay for the services which they were unable to provide at the present time. A sizeable number opined that the money should be given to the district to be used as they pleased. In examining the types of programs that they needed Federal financing for, the Trainable Mentally Retarded programs received the greatest number of votes with programs for behavior problems children and for preschool education close behind. These accounted for almost one-half of program needs. There was little consensus among the other half of respondents relative to program needs.

ADMINISTRATIVE CONSIDERATIONS

Facilities

85% of the respondents indicated that special students were able to use regular school facilities. The main facilities which the students were unable to use were shop equipment and physical education facilities.

Transportation

When asked what specific problems were occurring in terms of transportation, the replies were quite varied. Most of the answers indicated difficulty without specifying that difficulty. Among those which were specified the major difficulties listed were that the distances were too far or there was lack of money for transportation or that no transportation was provided. The type of handicap that was having the most problems was the Trainable Mentally Retarded. Only 26% of the respondents indicated that there were no problems.

RESEARCH

There was a wide variety of answers about what problem areas should be researched by local districts although the area receiving more replies than any other was vocational training information and placement. The same pattern of replies prevailed when the respondents were asked what areas should be researched by the Oregon Board of Education. However, teacher training also received a large number of individual votes. Vocational training, counseling and placement also received the largest single number of votes as a research area for outside agencies. The pattern of replies changed, however, when the respondents were asked what areas should be researched by Universities. The overwhelming single reply was teacher training.

The principle reason given for the gap between completed research and its application to the field is that research is reported in poor communication form.

21% of the respondents indicated that they were engaged in special education research projects at the present time; these covered a wide variety of areas.

EVALUATION

64% of those expressing an opinion indicated that they had adequate methods to evaluate the effectiveness of their present program. When asked what kind of assistance they needed that would allow them to evaluate the effectiveness of programs and make timely decisions, the replies which received the most votes were the need for third party evaluation and the need to formulate goals and objectives suitable for objective evaluation.

The majority of districts who did conduct evaluation conducted self-evaluation; they indicated they have data for this evaluation and these data are primarily in the form of test scores.

PARENTS

Both superintendents and directors of special education indicated that the service that they provide for parents more often than any other is counseling. When asked what programs they felt needed to be established with parents of children in special programs, the respondents felt that the greatest need was for training programs for the parents.

When asked what was needed to expand services to parents, the replies which received the most answers were additional specialist personnel.

When parents were asked if they felt they needed help and understanding in planning for their child, the parents of all handicapping conditions except parents of Speech Handicapped children, Gifted children, and Emotionally Disturbed children felt they needed such help. When asked what kind of help they felt they needed most, the parents gave a wide variety of replies although the replies receiving the most responses were as follows:

Parents of the Deaf and Visually Handicapped – understand the vocational possibilities for these types of handicaps

Educable Mentally Retarded – vocational possibilities and capabilities and limitations of the child

Trainable Mentally Retarded, Speech Correction, and Extreme Learning Problems – how to teach the child certain skills

Physically Handicapped – vocational skills

Gifted – capabilities and limitations of the child

Among parents of Emotionally Disturbed children there

was no preference.

47% of the parents participated in a parent group for handicapped children. The main reasons they participated in this parent group were to become acquainted with problems and solutions of other parents and work with them on common problems. The main reason parents do not participate in a parent group is because a parent group is not available.